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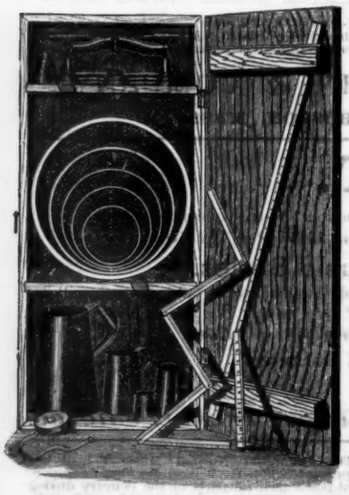

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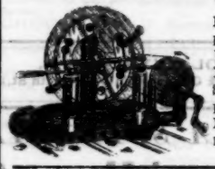

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New York, August 25, 1888.

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IN an article on another page concerning the Loisette system of memory culture, it is remarked that many teachers, ministers, and other professional men have paid large tuition fees for the purpose of mental improvement. It now turns out that in this boasted system there is nothing that has not been known to all students of the mind. Mind study cannot be patented, and the sooner teachers find this out, the better it will be for them. We are vexed to know that many hard-working, common-sense persons have paid their money to Loisette for the purpose of finding out what any psychologist could have told them for nothing. While it is true that great improvements are being made in mind culture, it is not true that any sincere student of the mind will shut up his knowledge, and peddle it out at so much an envelopeful, under solemn pledge of secrecy. During the present summer two ministers were conversing concerning this system of memory training. Both had paid their money and had made the required pledges. While they were talking, a third person joined them. They immediately excused themselves and stepped aside, stating that they supposed their promise required them to observe secrecy. What nonsense! Here is a system which, if worth anything at all, is valuable for everybody, but it must be talked about with bated breath, and under cover of confidential promise. This is not the way the philosophers taught, nor is it the way of true students. The discoveries of science and art are for the benefit of the world, and he who can tell his fellows how to remember better, to reason more cogently, and to judge more correctly, is glad to help them without charging ten dollars a head for such information as he may give.

But the fact that Professor Loisette has made a fortune out of his system is very encouraging, although it shows a very crude state of civilization. It argues well for any community when they are willing to employ any sort of a doctor. The people know they are sick. So the success of the Loisette system proves that the people recognize two things, (1) the perception of a want of mental force, and (2) the desire to have this want supplied, and a desire strong enough to lead them to pay a considerable sum for its gratification.

The study of the mind is the need of professional men of to-day. Especially the teachers ought to know the human mechanism. What folly to attempt to train that of which we know nothing, and what folly also to assume that all children must have the same training. The work of educating the child presupposes another work, and that is *knowing* the child. Teachers, do you know how the mind unfolds? Do you know what to do in order to give the growing mind the power of doing its own thinking? How about the memory, and the imagination, and the reasoning powers, and the will? How about the moral powers? Do you know how to touch the springs of human motives so as to make children grow up to the best possible manhood and womanhood? Psychology, properly studied, will answer all these questions. The teacher who knows the mind of the children under her care cannot be perfunctory, if she has her own way. She will consider each of her pupils separate and alone, and give to them such food as their various natures require. There never has been a time in the history of education when the study of the human mind was considered more important than at present, and the time is not distant when a knowledge of mental science will be considered more essential to a teacher's success than a knowledge of the facts in the branches taught.

EDUCATION is the universal cure for all evils humanity is heir to. Our schools will regenerate the world, if it is ever to be regenerated. But, somebody says, "Hold on! Aren't you going a little too fast?" Not at all, good friend. What good does a minister do unless he educates? Of what earthly use is it for a man to stand up and pound the pulpit Bible unless he can influence his hearers to work out their own salvation? No man can educate any other man, no teacher can educate a child. Educative processes consist in exciting self-activities. We know an old minister who for more than a quarter of a century exerted a commanding influence upon the people with whom he lived. But it wasn't his preaching that did it, for he was a prosy drone in the pulpit; but out of it he was about the liveliest man in all that region of the country. There was nothing he didn't touch. If a man went astray he went for him, whether he was a member of his congregation or not. He touched everything and everybody—farmers and farming, traders and trading, school-teachers and teaching, politics and politicians, rumsellers and drinking, other preachers and preaching. There was nothing he didn't dip into. When he died he was mourned, as men mourn for their own fathers, and strong men, who never shed tears before, wept like children. What was the secret of his power? Influence. What was the secret of his influence? What he was. He was a teacher in the highest and best sense of that word. People didn't call him a preacher, for he wasn't; but he was like his Master, a great and mighty teacher, although no orator. We say again emphatically that teaching is going to save this world. The missionaries are teachers if they do any good at all. They can't save a naked African in his dirt and filth. He must learn to wash himself, put on decent clothes, and live like a Christian, if he is to be a Christian. The best soap in the world is manufactured in Palestine, from pure olive oil, by a set of ignorant, unwashed people, who have never used an ounce of soap in all their lives. The gospel such people need is the gospel of cleanliness, kindness, shoes and stockings, combed hair, and presentable persons. This is the gospel of Christ, "Whatsoever is pure, lovely, of good report," etc.; this is what the apostle enjoins.

We went, the other day, down through Hester street, where the dirty Russian Jews live. These people are smart. Very few paupers are among them, but they are inexpressibly dirty, filthy. What they want is education, not in the books of antiquity, or the ceremonies of an old dispensation, but in the things of to-day—in clean hands, clean clothes, wholesome smells, and pure hearts. Education will elevate them. Nothing else will. All the good there is in the Christian religion consists in its educative power. The Master, when he sat down *taught* the people. They learned. The world is learning to-day—going to school, and as proper educative forces are used, will continue to grow better and better. *In education is our hope.*

THE other day we had the pleasure of conversing with a Swiss gentleman, now professor in one of the leading colleges of this country, who was brought up under the direct influence of Pestalozzi's work. He had never seen this educational saint, but his father and mother knew him intimately, and the book that was valued even more than the Bible itself in the family was "Leonard and Gertrude." His mother had read it over and over again, until she knew every paragraph almost by heart, and every night would gather her children about her and ask them to tell her all they had done both bad and good. Kindness, love, forbearance, a knowledge of child-nature, characterized this mother. And why? She had imbibed Pestalozzi's spirit, and with it much of his method and philosophy. For, although Pestalozzi was not a philosopher, his great, loving heart was full of child-wisdom, and he somehow instinctively knew how to train children. He was eminently the student of nature, and came at truth by a sort of intuition that marked his character and intellect as one of the brightest the world has ever produced. His influence permeated thousands of families all over Europe, and the sweetness and light found in thousands of European households to-day is proof of the greatness of his influence. When conversing with this gentleman concerning "Leonard and Gertrude," we were not surprised to hear him speak of it in terms of great affection. He described the old book, its large print with quaint illustrations, and in a most earnest and enthusiastic manner insisted that it contains the only real system of pedagogical philosophy extant. He believes that it was written after Pestalozzi had mastered, as far as he was able to do, child-nature and the methods of child-growth. We shall return to the reading of this educational classic with renewed interest, after having been brought in contact with a man whose whole life seems to have been molded, softened, and energized through the all-powerful influence going out from this quaint old saint of God.

THE MEMORY AND ITS DOCTORS.

More has recently been written about the memory than any other psychological subject, but the truth is, little of real value can be sifted out of the undigested mass. About all that has been said of real value can be summed up in the single expression, "Exercise it." Prof. Loisette, the latest "doctor" of this faculty, sums up his wisdom by saying that, "My discovery demonstrates *what had never been suspected by any one before*, that all memories, the strongest as well as the weakest, are prodigiously strengthened by learning and reciting backward and forward, or, what is better still, by making and repeating from memory, both ways, a series of from 100 to 500 words arranged in conformity to three laws given below. These laws of "Loisette" are nothing more nor less than the well-known laws of association. All the wonderful memorizers have aided excellent powers of mind by a careful systematizing and arranging of the facts to be remembered. In a recent book by Dr. Pick, of the same title as this article, many instances of remarkable memories are given. He tells of one man who played a game of chess and at the same time dictated two letters on stated topics at the same time that the dice were thrown, and the throws recorded. Afterward he repeated from memory all the moves of the game of chess, all the words of the two letters backwards, and each throw of the dice in order. Volumes have been filled with accounts of wonderful memories, but other volumes could be filled with equally wonderful accounts of poor memories. It is not an uncommon thing for a business man to forget, for an instant, the number of his own house, the date of his birth, the name of his wife, or even his own name. Not long ago a man of eminent success, while spending a few days at a country place, called at the post-office for "any letters for me." "And what is your name?" was asked. The man was nonplused for a moment, and not until he took out his memorandum book could he sufficiently collect himself to repeat it. This did not imply want of reasoning power; it merely indicated want of self-possession. He knew his name, but at that moment his mind was probably occupied with important thoughts and plans concerning his business. It took a little time to put these aside before he could even tell his own name.

Many say they are poor spellers, and they are, because they do not attend, not because of any original weakness of mind. Ask them, unawares, whether deceive is spelled with an *ei* or an *ie*, or whether there are two or three *l*'s in traveler, or whether beginning is spelled with two or three *n*'s, and they can't tell until they *write* the words, then the truth is plain. Why is this? Because of the association, secondarily, but really, because of the necessity of attention in order to know anything. Ask a teacher how many windows there are on one side of the church he attends, and in nine cases out of ten he cannot tell. Why? *Because he never knew.* A minister once jumped off his horse and cut a stick to whip his horse with. When he jumped back he *forgot* to put the knife in his pocket, but instead stuck the end of the stick he had cut in it, and jabbed his poor old horse with his knife for miles, until a friend called his attention to the inhumanity he was guilty of. He was probably busy composing a sermon on the sin of cruelty to animals. This man had the reputation of being absent-minded. Not so. He was simply inattentive, and so had a poor memory. Improve his attention and you would improve his memory.

All "patent" educational systems of any kind should be looked upon with suspicion, especially systems that pretend to teach the languages in a few easy lessons, and patch up the poor memories of inattentive persons by following the "laws" of a "wonderful discovery," that must be kept a profound secret by those who pay for the lessons. And the pay is the principal thing. This is the center of its influence. That "Loisette's" system, so extensively advertised, contains many excellent features cannot be denied. It certainly does, but it as certainly contains no secret. From a recent book on "Loisette Exposed," by G. S. Fellows, we quote the following, which will substantiate our statement that this widely advertised scheme, from which its author is said to have made at least a hundred thousand dollars, contains nothing that the simplest students of psychology have not known for many hundred years. Mr. Fellows says that the system is founded on natural memory. The underlying proposition is that every first or original impression arouses previous ideas through the principles of "inclusion," "exclusion," or "concurrence." These three wonderful laws, the basis of the system, are defined at the outset as follows:

Inclusion indicates that you realize and feel that there is an overlapping of meaning between two words, or that there is a noticed or recognized idea or sound that belongs to both alike, as, to enumerate a few classes: Simple Inclusion (mostly synonyms)—Riches, wealth; frequently, often; obstacle, barrier; wretchedness, misery; loss, lack; inquire, ask; allow, permit; work, labor; whole and part—Earth, poles; ship, rudder; forest, trees; air, oxygen; house, parlor; clock, pendulum; knife, blade; horse, hoof.

Exclusion means that you observe that there is an antithesis, or that one word excludes the other, or that both words relate to one and the same thing, but occupy opposite positions in regard to it, as riches, poverty; hot, cold; old, young; damp, dry; life, death; love, hate; joy, sorrow; courage, cowardice; health, sickness; righteous, wicked; beauty, ugliness.

Concurrence is the felt relation between two ideas or impressions which we have sensuously experienced or thought of together or almost simultaneously, or history has told us are together, although having no relation necessarily—Daniel, lion; execution, Marwood; gravitation, Newton, apple; Dives, Lazarus; Abraham, bosom; pipe, tobacco; Michaelmas, goose; Columbus, America; grandmother, knitting; Socrates, hemlock; Bruce, spider; Nelson, Trafalgar; Demosthenes, seashore, pebbles; Job, patience; wedding, slippers; Wellington, Bonaparte, Waterloo; oxygen, Priestley; sin, punishment; will, act; cause, effect; lightning, thunder.

After studying the above laws, the pupil is taught by their means to learn the "Presidential series." Beginning with Washington, the first president, he reaches Adams, the second, through the following series of ideas:

Washington, morning wash, dew, flower-beds, garden, Eden, Adams. In like manner he goes on from Adams to Jefferson, and so on down to Cleveland. The learning of the series is to familiarize the pupil with the laws of analysis, and by daily recital to strengthen the natural memory. In due time, it is claimed, the mind will be unconsciously impressed with these relations much more vividly than formerly, in a manner not unlike the experience of a child learning to read. The ultimate purpose of the system is to develop and train the natural memory to such a degree of power that the system will no longer be required.

From "Recollective Analysis," as the first branch of the system is called, Loisette goes into "Recollective Synthesis," which is applied where no relation exists. The following pairs of words, called extremes, are among those used by Loisette to illustrate the method: Anchor, bolster; arrow, treadmill; bee, attorney. The extremes are connected as follows:

Anchor—Sheet-ancher, sheet, bed, bolster.
Arrow—Tell, apple, cider mill, treadmill.
Bee—Beeswax, sealing-wax, title deeds, attorney.

Then he teaches the equivalent in consonants of the cipher and nine digits, which is intended as a preparation for memorizing dates or any numbers whatsoever. "Interrogative Analysis," which follows, is clearly described as follows:

The process is very simple. Propose a question on every separate thought expressed in the sentence, and then, as a reply to each question, repeat the entire sentence from memory, or the main clause where it occurs, and especially emphasize that word in it which constitutes the reply to the question, as exemplified below. In this way you study the thoughts indicated in the sentence in a twofold manner, first in framing the question and then in emphasizing the answer, and you so thoroughly master these thoughts that they necessitate carrying the dress or clothing of them. With a careful study of the examples I give, the youngest pupil can soon rapidly use this method, and at length only a few questions will have to be proposed in order to learn prose and poetry verbatim. But at first, when learning say the first hundred sentences, it is necessary to put and answer all possible questions on each sentence.

The first exercise in interrogative analysis is to learn seventy-one sentences by the method, so as to be able to rapidly recite them without mistake, backward or forward. The first five of these seventy-one sentences are given as an example. They are:

Mother Day will buy any shawl.
My love, pick up my new muff.
A Russian jeer may move a woman.
Cables enough for Utopia.
Get a cheap ham pie by my coolie.

The manner of committing the sentences to memory in accordance with the rule given is shown in the following series of questions and answers:

Who will buy any shawl?—"*Mother Day* will buy any shawl." Which mother will buy any shawl?—"Mother *Day* will buy any shawl." In what character is Mrs. Day here spoken of?—"*Mother* Day will buy any shawl." What is it Mother Day will do?—"Mother Day will *buy* any shawl." Has Mother Day already bought any shawl?—"Mother Day *will* buy any shawl." Will Mother Day buy a particular shawl?—"Mother Day will buy *any* shawl." What will Mother Day buy?—"Mother Day will buy any *shawl*." What are "shawls" used for?—"Warmth." Passing from physical warmth, what name do we give to warmth of affection?—"Love." Whose love is addressed in the sentence?—"*My* love, pick up my new muff." Who is asked to pick up my new muff?—"My *love*, pick up my new muff."

The pupil is to recite the entire seventy-one sentences once or twice a day with increasing rapidity for two or three weeks. It would occupy the strongest unassisted natural memory weeks, if not months, to learn the disconnected sentences with the same thoroughness with which Loisette's pupils learn them in a few hours. Once learn the seventy-one perfectly and, Loisette claims, the pupil "can learn any passage of prose or poetry in one careful interrogative perusal." The difficulty, he says, lies not in understanding the theory of his system, but in taking all the exercise required by it. He shows many ways in which his system may be applied practically, such as learning Morse's telegraph alphabet, and doing the "Knight's Tour" in chess.

Now all this is very interesting, and certainly does contain a good deal that is valuable mixed up with some not quite as valuable. What all this teaches we shall discuss in another article.

SUPERINTENDENT DRAPER, of New York State announces that all the school commissioners of the state have adopted the system of uniform examinations for teachers. Three grades of certificates are issued. Certificates of the first grade are given for five years, and may be renewed at the discretion of the school commissioner without re-examination. Certificates of the second grade are issued for two years and renewed only upon examination. Third grade certificates are issued for six months and are not given to the same person more than twice.

CHANGES.

It is sad to note the changes in the teaching ranks. Almost the first question on meeting an old friend is, "Where are you *now?*" expecting of course that changes have taken place. This tendency is most unfortunate, but it is, to a great extent teachers' fault. Professional honor among teachers is not quite as high as it ought to be. They are too ready to believe ill of their brethren and often too anxious to step into shoes too large for wearing, only to shuffle around for a time in them preparatory to another change. Some superintendents have lost their places on account of too great inertness and old-fogy-ism. The people are on the alert for improvements and when they see a superintendent, jogging along in the same old dog trot, year after year, they get restless, and demand a change. We just now know an instance where a superintendent is likely to fail of a re-election, because, they say, he has done nothing. If he is retained he is certain to fail the next time the crisis comes, unless he wakes up to the demands of the times. It isn't quite the thing for a leading educational man to stand with his legs at an angle of 45 degrees in front of him resisting what the times demand. The world moves and since schools are on the world they move too. We could dedicate these remarks to several city superintendents, but we refrain from personalties.

IT is a cheering thing to note the growing popularity of Col. Parker. He wasn't at the San Francisco meeting and was much missed, but his doctrines were there, and although the management of the National Association has been, is now, and probably will be for several years to come conservative, after the stamp of Boston culture, yet the radical doctrines of the new education have tens of thousands of believers who are bound to be heard. The doctrine of certain leaders is, "Let us wait and see." Well, gentlemen, it would be much better for you to *experiment* and see; you are waiting to see the outcome of what *others* are doing. Why not stop waiting and go to work? You might then be able to see sooner. A blind man might sit down and wait for eyesight to return and be sure to remain blind, whereas if he took active means he might recover his lost sight. There is a vast amount to learn in educational work yet, but it can't be learned by either keeping up a masterly inactivity, or opposing what others are doing.

CALIFORNIA has great expectations. It always has had, and it will have for many years to come; its possibilities are immense, for it is an empire within itself. But when we hear that farming land is sold for a thousand dollars an acre, we must repeat our creed of unbelief. It is too high, gentlemen, too high by 900 dollars. But they do say that a profit of 400 dollars is often realized from a single acre of fruit trees and grape vines. If this proves to be *a fact*, we have nothing to say. The raisin grape is attracting much attention. That it can be raised successfully in many parts of California has been proved. The quantity that can be produced from an acre is very great, and our imports of this article from abroad last year, was about $34,000,000 worth. It would seem that land that can produce this kind of grape *ought* to be valuable, but we can't imagine four hundred dollars worth an acre, but we'll wait and see. Those who rush to California with a few hundred dollars in their pockets, with the confident hope that in a few years they will be sitting under their own vines and fig trees, *may* return to soberer states and cooler climates, and then again, they may not. We can't tell. This is a wonderful age we live in.

MISS ELLA SABIN has been elected superintendent of schools at Portland, Ore., with a salary of $3,000 a year.

We are sorry to learn that West Virginia has given a negative answer to the question, "Do county superintendents value state association meetings?" Supt. H. J. Dumire, of Tucker county, was the only one of these officials who attended the recent Inter-state meeting at Mountain Lake Park, Maryland. No comments are necessary.

An examination of candidates in this city for state certificates closed to-day. Thirty-one were present. We expect to publish the questions next week.

That great skill in playing games is frequently united with great skill in teaching is attested in the case of Supt. Charles Jacobus, of New Brunswick, N. J., who won the first prize at the National Croquet Tournament in 1885, and the second in 1884, 1886, and 1687, respectively. It requires a clear head and steady hands, if not a pure heart and honest purpose, to play croquet successfully.

Professor J. T. McCleary, of the Mankato, Minn., State Normal School, and one of the State Institute conductors, recently passed through this city on his way from Virginia, where he has been conducting a Peabody Institute at Alexandria. He speaks encouragingly of the teachers of Virginia, but thinks they need better pay and more permanent employment. Two hundred and fifty were in attendance. He has promised to write his views for the Journal, concerning the best ways of managing teachers' institutes. Our readers will notice what we say about Minnesota institute work this week, the inspiration and material of which was obtained from Professor Hyde, of St. Cloud.

The announcement of the death of Miss Sarah A. Seely, for twenty-seven years vice-principal of G. S. No. 14, this city, will cause regret to the many who have been her pupils. Miss Seely was deservedly considered one of the ablest and most thorough teachers in New York City.

There are few of our leading educators but will be glad to preserve a likeness of Mr. James G. Fitch, who paid a visit to America this summer. As the author of that invaluable book "Fitch's Lectures," he has endeared himself to every one who has read it. We have a few photographs of Mr. Fitch for sale; price, postpaid, 50 cents. Please order at once. The picture was made by Sarony.

J. Edward Simmons, president of the board of education of this city, says of the School Journal: "It is fitted to be of great service to the teacher; subscribing for it will bring good to the schools."

It is a calamity when able educators are taken away. Such a misfortune has recently befallen the profession, in the death of Mr. J. D. Phillips, of Marietta, Ohio, one of the oldest and best educational men of that state.

It is a pleasure, after having toiled to benefit the teachers by getting their feet on the solid rock of psychological principles in teaching, to find our work appreciated. Here is a sentence from a letter from Inspector W. Atkin, of St. Thomas, Ontario, Canada, that hits the nail square on the head:—"*I notice that every teacher that takes either the* Journal *or the* Institute *becomes a better teacher.*" This is precisely what these papers are made for. Every teacher who does not have them lacks an appliance and help that would be of the utmost service. They are not for amusement, but for serious aid in the battle of life.

While passing along the street a few days ago, a man, formerly a teacher in —— school, was seen leaning against the door of a cigar store; he was evidently the proprietor. Pausing a moment a few words were exchanged.

"How does this business suit you?"

"Not what I expected."

"But you have no worry now?"

"Plenty of it."

Many a teacher thinks his is the poorest business in the world, but if he goes out of the school-room and must spend his days in telling which roll of tobacco leaves will suit this man and which that, he is in a still poorer business.

Mr. Henry E. Hayes who has been for many years connected with the educational department of D. Appleton & Co. of this city, has decided to remove to Chicago and enter into other business. Mr. Hayes has been a successful teacher and thus, in his important place in this great publishing house, has been able to comprehend and keenly sympathize with the educational movements of the day. His efforts have always been directed toward educational advancement, enlargement, and improvement. He has been of great aid in all plans for constructing better school-books, and has thus served the cause of education, though not in the school-room. The Journal has received much valuable counsel from Mr. Hayes in its efforts to form educational methods; and it has always found him earnestly sympathetic. We tender him our best wishes in his new sphere of labor.

After mature consideration, it is decided that there is to be no "base-ball department" to this journal. True, it seems to be getting to be a department of the colleges, and in some to surpass all the regular studies. To be a champion "pitcher" is now to be a greater man than a winner of prizes for excellence in Latin, Greek, or mathematics. There is a "base-ball edition" of the daily papers and considerable space is taken in showing the "innings" made by some favorite "nine." This turning to muscular development and encouraging it is a good sign, but it is very much overdone in some quarters. When it overmasters the desire for scholarship, a young man is easily persuaded to let his precious study hours go by and appear with lessons unlearned. A young man yet goes to college, in our estimation, for mental culture, and not to achieve petty distinction on the ball-ground.

An examination of the St. Cloud Normal School building, St. Cloud, Minn., showed that President Gray and his faculty are not at all behind similar schools in the matter of manual training. The building is full of samples of drawing, carving, paper-folding, designing, and molding. Whatever President Gray's theories may be, his practice is all right, and this is nine-tenths toward the truth in the battle of life. We are coming more and more to discount professions and preaching, and estimate practice at a high per cent.

In our remarks concerning the opinion of Mr. Kirk, of St. Paul, about the value of normal school work, we suggested that the presidents of the Minnesota state normal schools "should either take some of the kinks out of Mr. Kirk, or reform the abuses in their normal schools concerning which Mr. Kirk so bitterly complains." It is our opinion that these "abuses" are in Mr. Kirk's mind, probably intensified by the condition of his digestion. We have no doubt that Presidents Shepard, Searing, and Gray will take some of the kinks out of Mr. Kirk if they make up their minds to undertake the job.

San Francisco people laugh when they read that in New York Hudnut's thermometer registered 98 degrees, on the 16th day of August last and that on one of the hot broiling days of last June the Signal Service thermometer touched the same figure. Just to show how constantly variable the weather is—if indeed that need to be shown nowadays—it may be mentioned that the maximum temperature registered on August 16, 1887, was only 81 degrees, and the minimum 68 degrees. It seems to us hardly possible that a month ago we were shivering with cold on the shores of the Golden Gate—in fact, we went to bed with cold feet several nights. By the way, why isn't the subject of climate made more of in our schools. We read about it, and *recite* about it, and in a general way learn that places near the equator are hot and other places near the poles are cold, but that is about all, except in a few schools where their educational needs are in the sunlight. How few pupils know that it is never cold in Tacoma or Seattle, and yet these places are pretty near the northern boundary of the United States. No climate is more even than that of Victoria on Vancouver's Island. Why is this? East and somewhat south of this is Bismarck, Dakota, where the thermometer goes down to forty or fifty below zero every winter. Why is this? Then go to England and the British Isles and France. What is the climate over there? The average pupil will say "the influence of the Gulf Stream." But this is not enough. "How?" "When?" "Why?" Take a globe: look at its water surface. Revolve it. Look at its mountains. Study the facts of climate and then dive down for the causes. The truth will not come to the surface, at once. It is like the big fish: it takes time to catch them, but keep at it; study; the truth will appear. This is a hint as to how climate can be *studied*.

COURSE OF STUDY FOR NORMAL SCHOOLS.

No question is more important just now than the course of study suitable for state normal schools. Is it a fact that the curricula of the New York state normal schools have reached the point where they need no revision? We think not. Times change, and we change in them. It is undoubtedly a fact that our normal schools *must* become more and more professional, and less and less academic. Time was when a normal school could be little more than a first class academy with normal attachments. In other words, the tail wagged the head; but the time has now come, in our opinion, when the head should wag the tail. Professional work is more and more demanded of professional schools. We insist that the learning of a fact does not presuppose that the learner can turn around and *teach* another this fact. The old heresy that all that a teacher needs to be equipped with, is technical knowledge, is exploded. Nobody but the veriest old fogies advocate this. Our normal schools were established for the purpose of giving professional training. The question just now under discussion is whether this professional education can be imparted at the same time a student is learning, for the first, the facts of a branch of study. For example, a student enters the normal school ignorant of algebra—Can he learn how to teach algebra at the same time he is learning the principles of algebra? Some say yes; others say no; but the majority say no, and we think the majority is right. What would be the effect of throwing the teaching of the facts of arithmetic out of all our state normal schools? Some say the result would be that their students would be few. We think not. The time is near at hand, if not already here, when the study of all the elementary branches must be taken out of our normal schools. The result will be that the attendance for a few years will be decreased, but the quality of the work done will be greatly benefited. Normal schools must suppose that there are good teachers outside their walls. In most of the normal schools of the state of New York, more than half of the time of the teachers is occupied with purely academic work. This was necessary when they were established, but we ask the gentlemen at the head of these schools to tell us whether in their opinion it is necessary now. Perhaps Oswego ought to be excepted from the above statement, for Oswego has always been more of a normal school than any other in the state of New York. Our columns are open for the discussion of this subject, and we trust some active normal school men will express their views through our columns.

AN ANXIOUS PRINCIPAL.

A subscriber, who is in charge of a school in Ohio where seven assistant teachers are employed, writes a letter so pungent, and yet so true, that room must be found for it. He says:—

"Your paper is a good one; it has more to do with my success as a teacher than I would like to say. But your efforts to enthuse and upbuild teachers are going to fail unless the timber is good. No matter what you undertake to make if you use bass-wood, you will have a bass-wood job. I think there is too much bass-wood in our schools—I mean as teachers. I will not undertake to settle the question whether heredity has anything to do with it or not, but I will say that the child of the scum of a town, cannot make a good teacher even if she has been graduated at a normal school.

Can you propose any way to get good timber? What I want is timber—of the right sort. You may not think it possible, but I have a teacher (or one who acts as such) that seeing a copy of the Institute lying on my table asked me if it was published by D. Appleton & Co. Why did she do this? Because the advertisement of that house was on the first page! Now can any one teach properly who has such feeble ideas as this girl? I think not, and yet here she is with a certificate.

I received a few days ago a letter from a lady who has been teaching school for seven or eight years, and who spelled public twice in the same letter thus: *puplic*. Great Heavens! Now if it had been *phthisic*, or *rhinoceros*, or some outlandish word, I would not have thought of it again; but she teaches in a *public* school, she is paid with public money, she walks on the public highway, and all that.

I conclude that our way of securing teachers is not a good one. In some countries they are twice as good as in others; we have no uniformity of examinations. And lastly, I want to encourage you in every way to press on your plan of getting the teacher's work on a professional basis. B. L. S.

Most every one will throw this letter aside and say, "He is too particular." But he only refers to some small things; how is it if greater ones are examined, such as pedagogical and moral fitness? His "point of order is well taken." As to the mistake of taking D. Appleton

& Co. to be the publishers of the INSTITUTE a good many do that and write to them; why? Because their advertisement fills the first page. One would think the ordinary teacher would have more gumption.

PERSONAL FREEDOM.

The teacher must be left free to act. The county superintendent (with few exceptions) sees and feels this, and at the institute the teachers are allowed to make their own selections from the various school journals. From a teacher in a Western state comes this letter;

"A club of subscribers was got up here for the TEACHERS' INSTITUTE, but our county superintendent insisted we must take our state paper, and so, many felt obliged to withdraw their names."

From another state comes this complaint: "The institute conductor declared 'no one was worthy of the ame of teacher who did not take ——————.'"

This is all wrong, very wrong. *Personal freedom* is as valuable to-day as in 1776. We advise the teachers to insist on having that educational paper that they prefer. It is their right; nay, more—it is their duty. Stand your ground, teachers. To the few (very few, we are glad to say) county superintendents who wrongly "crowd" their poor teachers we say, "Abstain from pressing upon the teachers who feel themselves in your power because you examine them and their schools."

We cheerfully say that we expect the INSTITUTE and SCHOOL JOURNAL to stand on their merits. We simply ask that the teachers be accorded freedom to make their own selections. If they can find better papers than these, let them take those papers. We neither ask nor expect any superintendent to receive them except on the grounds of their superior merits.

INSTITUTE WORK IN MINNESOTA.

The Teachers' Institutes in Minnesota are held for one week only. In length of session they are in marked contrast to those of the neighboring state, Iowa, where Normal Training Schools are held for a continuous session of several weeks. Institute men in Minnesota believe that the one week institute accomplishes more for the teacher than longer ones in proportion to the outlay of money and time, because: (1) Little can be accomplished even in a four-weeks' term in the direction of learning the subject-matter of studies, or in drill, and therefore the great thing to do is to direct attention to lines of thought and of work and arouse enthusiasm. This can better be done in one week than in a longer time; (2) where the session is continued through several weeks and a diploma awarded at the end of a given course of institute instruction, the tendency is to make teachers satisfied with superficial knowledge and prevent their attendance at institutions where that long-continued application to the study of their profession is possible which alone can properly fit them for their work; (3) the time is so short that the teachers do not expect to complete any subjects in any of its departments,—indeed the instructors purposely leave them at the close of the week in an unsatisfied condition, with a longing for more. They are thus led to read, study, investigate, experiment,—in short, to follow up the paths of thought in which they have been started. In this way they become self-dependent, original thinkers.

The method of work in the Minnesota institutes seems to be a union of all that has been found valuable in the institute work of other states, with some original features that are worthy of notice.

Most of the instruction is conveyed by means of familiar talks, in which the teachers take part by asking questions. The instructors ask the teachers many questions,—not as tests of their knowledge, but, usually that the answer may indicate the direction the instruction ought to take.

The feature of the Minnesota institute week that has proved most fruitful for good has been the literary study. An author is selected each year, and some work of this author is studied for forty-five minutes each day in the day sessions of the institute. On Thursday evening of each week, a literary and musical entertainment is given which consists of readings, recitations, and quotations from the chosen author, interspersed with music.

In this way, Longfellow, Holmes, Whittier, and Lowell have been studied. The "Autocrat," "Snow-Bound," and "Under the Old Elm," were selected for study from the last three authors respectively.

This year, the author selected is Sir Walter Scott. The first canto of the "Lady of the Lake," is to be critically studied each day, and selections from Scott's works will form a program for Thursday evenings.

The following is a typical program for a Minnesota Scott evening in institute week:

1. Music:—*Love Wakes and Weeps.*
2. Introductory remarks by the conductor.
3. Reading:—*The Truth of Woman*, from "The Betrothed."
4. Quotations:—*Woman*, by members of the institute.
5. Quartet:—*O, Hush Thee, My Baby.*
6. Reading:—*Trial and Execution of Mary Stuart*, from "Tales of a Grandfather."
7. Quotations on *Death.*
8. Reading:—*Ellen and Fitz-James*, from "Lady of the Lake."
9. Quotations on *Love.*
10. Song:—*Jack o' Hazeldean.*
11. Reading:—*Battle of Bannockburn*, from "Tales of a Grandfather."
12. Chorus:—*Pibroch of Donuil Dhu.*
13. Quotations:—*Patriotic.*
14. Reading:—*The Battle of Flodden*, from "Marmion."
15. Chorus:—*Blue Bonnets over the Border.*
16. Recitation:—*The Barefooted Friar.*
17. Recitation:—*For a' that an' a' that*, (Not Burns'.)
18. Song:—*Bonnie Dundee.*
19. Quotations: *Miscellaneous.*
20. Recitation: *L'Envoy* from "Marmion."

All readings, recitations, quotations, and songs in this program are from Scott.

It is the concurrent testimony of county superintendents and leading teachers in Minnesota that the literary work of the institute has been more fruitful of good than any other one thing connected with the work. It starts the teachers to reading. It lifts them out of the dust and the drudgery of the school-room and introduces them into a world that is new and delightful to them. It broadens their mental horizon. So much and a great deal more it does for the teacher. But what about the pupil? Happy the scholar who recites his geography lesson on Scotland or France, or England or New England to a teacher who comes to her class full of inspiration from Marmion, or "King Henry of Navarre," or Kenilworth, or Ivanhoe, or Whittier's poems! Good literature for teachers, good literature for children, good literature in the home, good literature in school,—this is not the least of the crying needs of the day.

THE NORMAL SCHOOL PROBLEM IN MINNESOTA.

The normal school problem is the leading educational question in Minnesota to-day. The "departure" of the state normal school at St. Cloud a year ago provoked the hostility of the other state schools and was fiercely combated by them. That a reform should emanate from what was then the youngest school, no doubt had something to do with the opposition to its policy, but the real question at issue was the normal school proper, and the normal academy. The St. Cloud school has given a great deal of attention to a course of study for normal schools, and beyond any question stands squarely on a sound philosophical course to-day. It has gained a complete triumph, every principle for which it contended having been fully recognized by the State Normal Board, and incorporated by them into the new course officially approved May 11, 1888.

This result is cause for congratulation, first to the St. Cloud school for its wisdom, and foresight, and courage; to the State Normal Board, in thus setting its official seal upon a course which recognizes the fact that a normal school is really a technical school for the training of teachers, and no less to the state which is thus brought to the front rank among all the states in the important work of providing teachers for the public schools.

The main points for which St. Cloud contended are these:

First—To be allowed to give greater prominence to the pedagogical work than to the academic.

Second—To be allowed to apply the principle that any subject is known pedagogically only as it is known psychologically.

Third—To be allowed to place the so-called elementary subjects at such a point in the course, as to follow mental science. For it must be granted that any fact in arithmetic, geography, or grammar is adequately known to the teacher only as he can identify and label it as a datum in psychology.

All of these points are well taken. They must control in fixing the courses of study for normal schools unless these schools degenerate to fourth class academics and die. They must grow, they must show some advance beyond the work of Horace Mann and David P. Page.

The central thought of a course of study for normal schools must be the conscious recognition by the pupil in training for teaching of all facts in science, literature, history, and art as data in psychology, and the mental processes involved in their acquisition. Inasmuch as reading, geography, arithmetic, and grammar, contain in kind all types of the mental concepts they are properly called the *elementary* subjects. Since all subsequent thinking is done by using, elaborating, re-relating these concepts, the elementary subjects are also properly termed the *instrumental*. It is as self-evident as an axiom of Euclid, that in a school for the training of teachers these subjects should be known from the *learner's* point of view upon entrance, and studied from the *teaching* point of view in the school. They *must* therefore follow mental science. This is vital. The result will be to raise the grade of all work in the normal schools since these elementary subjects will not be met in the first year, thus compelling the student to do more advanced work from the start, and to place the schools upon a basis where they can defend themselves.

THE NEW YORK EXCURSION TO SAN FRANCISCO.

The excursion of New York teachers to California was a success. Ninety-four were landed safe and sound on the shores of the Golden Gate. Their names will be found in another issue. The itinerary, as indicated in the printed program, was carried out. Chicago was reached early Sunday morning, July 8, and left late the same evening. Tuesday afternoon found us in Denver, the metropolis of the Rocky Mountains, and late the same evening, or rather, to tell the exact truth, very early on Wednesday morning, Manitou was reached. Here was the first vexation. The mind of the hotel clerk seemed too contracted to take in so large a party at once, but after a while all were roomed, and well-roomed, too, and our stay at this memorable locality was delightful. The Manitou House did everything in its power to make things pleasant, and did well. We were a tired set of complaining New Yorkers at about two o'clock A. M. Wednesday morning, but on Thursday afternoon, when we left, were about as jolly a set of Empire Staters as could be found on the continent. Manitou, the Garden of the Gods, the caves and dens of the earth in all that region, the canons and the sparkling waters, and even Pike's Peak were "done." Several plucky young ladies climbed to the top of the famous Peak, and one insisted on staying all night on its summit. She was cared for right gallantly by the gentlemen in charge of the signal station. An entire train of cars, including a tourist's sleeper, was placed at our disposal by Mr. Hooper, of the D. & R. G. road, from Manitou to Salt Lake City, with a conductor whose instructions were to stop when we wanted to stop, and go when we wanted to go. Our first stop was at the smelting furnace at Pueblo, where we saw argentiferous gallena turned into magnificent silver bars. Other products add to the value of the operation. This was the hottest part of our trip—the thermometer standing at 120° inside the buildings of the smelting company. At evening we reached Canon City, where we were tendered, by the citizens, a magnificent reception. We were taken to and from our hotels free of charge, and in the evening given a free ride to points of interest in the surrounding country. Canon City is destined at no future day to be one of the most important places in Colorado. Near it are vast beds of the finest coal in the country. Petroleum is found in the vicinity, and the water power of the Arkansas River is very fine. The best kinds of peaches, pears, apricots, and plums can be raised with little trouble. The state penitentiary is located here, and large areas are capable of being irrigated, and thus become valuable farming land. We are under special obligations to the Hon. J. H. Maupin, Mayor, ex-Lieutenant-Gov. Rudd, and editors Howell of the *News*, and Sheafer, of the *Clipper*, for courtesies shown. The teachers passed resolutions of thanks to the people of Canon City for their kindness, which were published in the local papers.

Friday was a great day. First the Grand Canon of the Arkansas, seen from observation cars. Prodigious! Then the Marshall Pass. Prodigious again!! Then, toward evening, the Black Canon. Prodigious once more!!! So ended the day, but O the night at Grand Junction! Well, let it pass. We are alive, and so thank God and take courage. The next day, Saturday, all day pulling through the great American Desert. If any man says that this is a myth, all we have to say is, we know better. For what is a desert but a place where nothing grows, and where nothing can be made to grow, as far as we are able to see. Dinner was at an oasis in this desert—Green River. It was a first-class dinner, and

the price moderate. Here, at a distance of fifty miles, we saw the opening of the great canon of the Colorado. Toward evening we crossed the Wahsatch Mountains, and as we descended toward the Utah valley, what a burst of loveliness was seen! A veritable paradise. Vast fields of grain, wide extents of verdure, and innumerable fruit trees loaded with golden harvests. Is this Mormondom? Are Mormons beasts, as we have heard? Well, we thought, and we have kept on thinking ever since, but, while we haven't turned Mormons, we have modified our opinions somewhat concerning this class of people. At dark in Salt Lake City, where we spent Sunday, and we plead guilty to attendance at the tabernacle in the afternoon. The next day found us on our way through Nevada to San Francisco, and the next day, Tuesday, July 17, in the metropolis of the Pacific coast. Concerning this city, the hospitality of its citizens, the meeting of teachers, and its fruit, grain, and gold, we must speak another time. The New York party separated forever at San Francisco, and we must say that it would be difficult to get together a more harmonious, polite, and happy set of persons. Without serious delay, with no accident, a remarkable freedom from dust and excessive heat, and uniform good health on the part of all the party, we look back upon the days between July 6 and 17 as among the most enjoyable periods of our lives. It is something to cross a continent together.

TWO NOTABLE ENEMIES OF PUBLIC SCHOOLS.

I.

The first of these was Dr. Joseph Priestley, of England, who published his essay on a "Code of Education," a little more than a hundred years ago, and the second was Millicent Garrett Fawcett, wife of Edgar Fawcett, the late blind postmaster general and M. P. of England, who published her article on "Free Education in its Economic Aspects" in 1870. Dr. Priestley admits the importance of education in influencing the manners and conduct of men, but he urges that the uniform plan of education, agreeable to the principles of any particular form of government, civil or ecclesiastical, would tend to establish and perpetuate that form of government, and prevent civil dissentions and factions in the state. This is what he does not wish to do. A public code of education would perpetuate a bad government if the state were bad. And more than this, the processes of education must be left untrammeled. "Of all arts those stand the best chance of being brought to perfection in which there is the opportunity of making the most experiments and trials, and in which there are the greatest number and variety of persons in making them. History and experience show that, other things being equal, those arts have always been brought the soonest and nearest to perfection which have been placed in most favorable circumstances. The reason is that the operations of the human mind are slow, a number of false hypotheses and conclusions always precede the right one, and in every art, manual or liberal, a number of awkward attempts are made, before we are able to execute anything which will bear to be shown as a master-piece of its kind." He declares that any plan of education yet invented is so crude that its establishment would obstruct the great ends of teaching. The art of instruction is yet in its infancy, and if now cramped by the "unseasonable hand of power, would be like fixing the dress of a child, and forbidding its clothes ever to be made wider or larger." No reason can be urged for fixing any method of education at present which might not have been made use of a thousand years ago. Suppose Alfred, when he founded the University of Oxford, had fixed for all time the methods in use in his time, what would have been the consequence? Suppose the manner of teaching the sciences had been fixed in England before the revival of learning, the noble discoveries in mathematics, philosophy, astronomy, and divinity would not have been made. Let methods of teaching be fixed by a code of education to-day, and it would prevent all great improvements in the future. Unbounded liberty must be given in investigating and improving all the arts if they are to be perfect. There may be irregularity and caprice, and even seemingly wrong methods in education used, but something extraordinary and even uncommonly great may spring from them. Instead of endeavoring, by uniform and fixed systems, to keep mankind always the same, free scope must be given to every thing which may bid fair to introduce more variety among us. The Athenians surpassed the Spartans, England contains a greater variety of original characters than France, Spain or Italy. It is because more liberty of action is given the people in England than in the other countries.

Uniformity is the characteristic of the brute creation. Man cannot have uniformity if he expects to improve. Let us hold on in the course in which the Divine Being himself has put us, and throw off the fetters which short-sighted and ill-judging men have hung upon us. The necessity of establishing law in education grows less as the people become more intelligent. We should relax the bonds of authority rather than bind them faster. What can be more alarming to one who has a true taste for happiness, than either that the choice of his wife, or the education of his children, should be under the direction of persons who have no particular knowledge of him or affection for him, and whose views and maxims he might utterly despise? What prospect of happiness could a man have with such a wife or such children? Sparta may have required this sacrifice, but not England. It is contrary to nature to drag children from the asylum of their natural guardians, and force them to public places of education, and instil into them sentiments contrary to the judgment and choice of their parents. God forbid that the parental affections of free-born Britons should ever be put to so severe a trial! The poor Jews in Portugal cut the throats of their children, or threw them into wells and down precipices, rather than suffer them to be dragged away to be educated under the direction of the monasteries. If a system of compulsory education should be established, "farewell, a long farewell to England's greatness!"

A system of public education must be universal and uniform, for if it were not so it would not answer the end proposed; it must, therefore, be conducted by one set of men. But such a set of men it is impossible to find. It follows from what has been said that a free government cannot conduct education in any way except by committing every man's children to its own parents. Education is a branch of civil liberty which ought not to be surrendered into the hands of the state; the right of conducting it should be inviolably preserved to individuals.

These are the sentiments of a distinguished scientist and divine who was the father of modern chemistry; a man who was abreast with the best minds in England a hundred years ago. What Mrs Fawcett's arguments are we shall consider in another paper.

*THE NEED OF SCIENCE TRAINING IN THE SCHOOLS.**

The children of our working population, who comprise more than three-fourths of the entire number, must be able to obtain, at the public school, such knowledge and training, complete in itself, as will, in after years, prove available to them in the preservation of bodily health, as well as useful in becoming better because more intelligent workmen than their parents in the same occupation.

The resistless thirst for something new demanded by the people of the present day, is constantly driving men into new and untried paths for the exercise and application of knowledge. Shall we not, then, by giving all our children an early insight into the general scientific principles underlying our mechanical and other employments, faciliate the development and perfection of the characteristics of aptitude, inventiveness, and industry, which have become truly American?

How can our school system be made more subservient than it now is to the needs of those whose school years are cut short by the stern necessity of winning bread for themselves and those dependent upon them? The present widespread and growing demand for the alliance of manual training to our school work, is undoubtedly intended to be responsive to this question. But is it a sufficient answer? It seems to me it is not, so long as it stops at, or rather begins, with the idea that manual training means the turning of our public schools into work-shops for the training of apprentices in some branches of the mechanic arts. What is required is not so much manual training, but *mind training in the right direction*. I believe nothing else will answer than the replacing of the overgrown literary element—which as we have seen, now dominates our course of study—by a course in those sciences which tend in the direction which I have named. These are, first of all, physics and chemistry. The future industry and happiness of the people depend largely upon the sciences as guides to every industrial pursuit.

*From the report of President Story, of the Chicago Board of Education.

"I'LL OWN THE CORN."

By C. D. Higby, Clymer, N. Y.

Nearly every day some new defect in one's teaching seems to present itself. Were it not for the pleasure improvement promises in instructing pupils in a way to develop manliness and true worth in their lives to come, the tasks upon tasks necessary to reach true methods would appear discouraging. After striving for improvement year after year, both ways look weary. To look back to the time one first attempted to instruct, is to hide one's self from the faulty work as quickly as possible; to look ahead, one sees great problems yet unsolved. It seems, to know the gravity of the situation, that the journey is over-full of obstacles; but yet all richly repay the effort, notwithstanding the recent estimates that our work as public benefactors does not satisfy the expense.

Every pupil in the state, eligible to the common school, has access to that branch of study which teaches him about himself as a being, and which guides him in the care of his body in a way to add to his health and happiness. He may know the beautiful mechanism of his body, see the Omnipotent care in placing every part in its most fitting position, in guarding all with a wise and cautious aim. He may see the brain securely encased in a cranium where blows serve but feebly to disable it; may see the vital organs securely caged within the thorax, the heart placed beyond the petty influences of daily contact, the lungs given a roomy chamber in which to perform their useful function; may see the limbs fitted with joints suitable to their use, the lower limbs able to support the body and bear it safely from place to place, the arms able to protect and minister to many of the wants of the body, the hands so wonderfully made as to perform readily the most subtile demands of the brain. Even more. He may learn that as a being he stands the epitome of his kingdom, "only a little lower than the angels;" that law and order Divine reign over his every breath, even though he be wrapped in senseless slumber. He may learn that he should give praises to his God for the many advantages and comforts of this life. True, he may learn many good and noble things about his body and its care; but what will he learn to do? Will he realize that he who acts not what he knows to be right has not yet discovered his complete usefulness, and is a false note in the orchestra of the universe? Will he daily perform the duties he should to make the best use of the body whose mechanism and possessions he has been taught to admire? Will he protect himself as he knows is best? Will he follow that temperate and judicious life he knows so well to be for his health and happiness? Will he actually do honor to the wise Maker, instead of giving up empty praise, libeling his thankful impulses by contradicting them in his every-day habits? In short, will he do, from a passive knowledge of them, the things his school-room lessons have taught him are right and most profitable, without their being made a part of his daily habits by a mode of instruction?

I can imagine a shower falling on a hillside. The tiny rain-drops unite and little water-heads are formed. Soon here and there the force becomes too great for the loose soil, and the water thus pent up breaks through. Little water-courses are thus formed. The shower continues to fall, the water-heads grow larger, the force becomes stronger, and the water-courses become more fixed. Slowly at first the water finds its way on, but faster and faster it flows, till a well established water-course is formed. Is this not the way a habit forms? Do not the little lessons of pupil life, gems of knowledge sparkling like the rain drop, fix themselves in little heads of wisdom, ready for the instructor to trace the course to other sources, where all shall join and form the habits of life? With the rain drops on the hillside, gravity played the part of instructor, tracing in the loose earth a little pathway; and should not the teacher with each lesson direct the activities of his pupils into fixed and judicious habits of life?

A pupil, I am learning, may be taught many things, good in themselves and pleasant to know, and yet have no stability of habit, no safeguard against wrong. The lessons of most good become a part of the pupil's life, so that the right action is an automatic thing with him. The pupil who has to *think* to perform all the little cares of his body, to *think* to take prudent and regular exercise, to *think* to be judicious in his eating, to *think* to breathe through his nostrils, to *think* to lead a temperate life, is not fitted as he should be for his life-work. These truths keep knocking at the heart of every earnest teacher, and he must yield to them sooner or later. It seems almost a revelation to one when the true way

opens to his anxious search. It so plain that one feels like saying, "I might have known it before if I had stopped to think."

MANUAL TRAINING.

By Dr. Edward Brooks, Philadelphia.

Truth is nearly always in a line of progress between conservatism and radicalism. This thought was re-impressed on my mind in reading the interesting discussion in the Journal of June 23, on Manual Training. As was natural, the desire to win the case and overwhelm the opponent, weakened to some extent the position of both parties. The truth usually lies between the two extremes of conservatism and radicalism, and it is quite likely that it does in this subject of manual training; and perhaps a few thoughts from a standpoint neither radical nor conservative may be of interest to the readers of the Journal.

The value of any study or branch of knowledge is determined by two things; first its value *as a discipline*, and second its value *for the use* that can be made of it. These two values I have called elsewhere, *value for culture* and *value for use*. The value of manual training will be readily determined when submitted to this test, and this is the only way in which it can be determined.

In order to apply this test we must be careful to have a clear idea of what is meant by manual training. It is of course not a question of drawing, for all are agreed that the art of drawing is valuable, both for use and for mental discipline. The study of drawing has been prominent in many of our best schools for nearly a quarter of a century, and no intelligent teacher opposes it. It is not a question of the kindergarten, for all persons with intelligent views of education, recognize the value of the kindergarten exercises with little children. Neither is it a question of trade-schools, or of preparing boys and girls to follow mechanical occupations. However valuable schools where young persons can study the elements of the mechanic, or fine arts may be, and such schools are almost invaluable, the advocates of manual training are especially careful to disclaim any such object in a course of manual training.

While there is more or less confusion in respect to the meaning of the term "Manual Training," a careful examination of the discussion, will show that the actual question under consideration, is that of the *use of tools*, the knife, the hammer, the saw, the plane, the needle, the scissors, etc., and the *making of things* out of wood, iron, tin, muslin, calico, cloth, or other material with these tools. The real question at issue is this—is it desirable to introduce a department into our public schools by which pupils shall be trained to a use of tools? Let us try to answer this question by testing the value of such training by the dual standard of use and mental discipline.

I.—VALUE OF MANUAL TRAINING FOR USE.

The value of manual training for its utility can be strongly urged. Every man should know how to use the ordinary tools of a mechanic. There is a constant call in the household, store, shop, or on the farm, for such knowledge. There are nails to be driven or drawn, things to be altered or repaired, and a man should know how to do these things. The door-knob comes loose, which a turn or two with a screw-driver will fasten. A door sags on its hinges and will not shut; the screws can be fastened in a minute, and the difficulty removed. To be obliged to send for the carpenter for every little trouble of this kind is both an inconvenience and an extravagance. Besides it is the little stitch in time that saves the nine, and often the ninety and nine, and a man should be able to give the timely stitch.

The practical advantage of every woman knowing how to use the needle, scissors, etc., is so apparent that it need not be urged. Garments are to be made, mended, and changed, and fitted, and every woman should understand how to do these things. No more helpless piece of mortality can be found than a woman ignorant of these simple household accomplishments. The woman that goes about with rents and rips pinned up, because she does not know how to sew them up, is an object of pity or contempt. Even the woman of wealth does not have her dressmaker at her side always, and should be prepared, as many of them are, for emergencies.

But even more than this; a little skill in the use of the merchanic's tools would be of great value to a woman. Every woman should be able to drive or draw a nail, put a tack in the carpet, fasten a loose stair-rod, drive a nail in the wall to hang a picture, or fasten a hook in the closet to hang cloths on, etc. There are almost countless occasions in the household where a little skill of this kind on the part of a woman would be a great convenience. When a woman is packing her trunk and finds the piece that supports the tray loose, she often hasn't time to send for a mechanic, but a few strokes from the hammer repairs the difficulty. If a hole is needed in the handle of a dust-brush or broom for a string to hang it up by, a little skill in the use of a gimlet will save her form the inconvenience of sending it out to the store or the mechanic's shop. I know a lady in good circumstances, who mends trunks, puts up curtain poles, has upholstered several chairs for her sitting room, and often follows the work of a careless mechanic, and makes improvements on it, as she does with the work of her dressmaker. I know of another lady of wealth in whose parlor all the furniture, including the woodwork and the upholstering, and even the covering of the piano-case, was made by her own hands. She papered the walls, made the rugs, painted the wood-work, and even painted the pictures that adorn the walls.

Manual training is thus of real value for the use that can be made of it. Every boy should have an opportunity to acquire some skill in the use of tools. Every girl should be taught to sew, darn, mend, cut, fit dresses, use the sewing-machine, etc. If the opportunity for such training is afforded at home, it is not necessary to make provisions for it in the school. Some parent do provide for it; most parents do not, and many cannot; there is thus a strong argument for the introduction in our public schools of a course of training that will impart this skill. The argument for manual training in the public school from the standpoint of utility is thus a strong one. The object of the public school is to prepare pupils for life; the possession of manual skill is preparation; that the public school should make some provision to afford this preparation is a legitimate and inevitable conclusion.

II.—VALUE OF MANUAL TRAINING FOR CULTURE.

The second test of the value of a branch of study is that of discipline or culture. That there is some culture given by manual training must be admitted. To express concepts in wood and other materials will aid in forming concepts. To cut boards into geometrical shapes will aid in forming geometrical conceptions. To make a joint in wood or iron, will no doubt result in a clear idea of a joint. To use a lathe and turn "rounds" and "posts," and "spindles," will give the pupils very definite notions of these objects. So the girl who is taught to sew, and hem, and cut, and fit, cannot but acquire very accurate notions of stitches, hems, shapes, calicos, silks, laces, etc. Their ability to express "these things will increase the accuracy of their concepts" of these things. It is not claimed that these statements present a very strong argument, but they are certainly true.

If to these exercises there could be added those of the invention of new forms and objects, a thing usually overlooked by the advocates of the system, the discipline would be so much the better. For real valuable discipline, I believe that a boy in his father's shop, working without a teacher, will gain more mental development than when under the more skillful guidance of a teacher, though of course, what he produces will not be so perfect.

There is thus an argument in favor of manual training from the standpoint of mental discipline; and the opponents of manual training ought to see it and admit it. They make a real mistake, and weaken their position in not doing so. On the other hand this mental discipline, it must be admitted, is comparatively small and insignificant, and the advocates of manual training fall into an equal error by placing an over-estimate on the value of this mental culture. To say that manual training is *necessary* for the development of concepts is simply absurd. A boy who has never made a piece of dove-tailing can have as clear an idea of it as one who has done the work. It weakens the argument of the advocate to make any statement that implies that Plato would have been a better thinker if he had gone through a mauual training school, or Newton a greater philosopher if he could have made a "miter" or "dowel" joint, or that Webster would have been a more eloquent expounder of the constitution if he had been drilled in "paper-folding" or "perforated cardboard embroidery." The fact is, that while there is some mental discipline in the use of tools, this discipline is of a very low grade, and of little value as compared with that furnished by other branches.

That this estimate of the disciplinary value of the use of tools is correct may be seen by noticing its influence on the different faculties of the mind,—perception, memory, imagination, generalization, judgment, reasoning, etc. Manual training gives some culture to perception; the making of things requires careful observation; but the same training could be given by requiring pupils to examine the objects carefully. A few minutes of careful examination of a piece of dove-tailing would give as clear an idea of the process as several days labor in doing a piece of dove-tailing. So far as the discipline of the perceptive powers are concerned, we can give just as much training without doing the work, as by doing it and much more in the same time.

In respect to the memory, manual training gives little or no discipline to it as compared with the other studies of the public school. The use of tools affords but little discipline to the imagination as compared with literature, history, etc.; and gives no culture whatever to the power of generalization. The use of tools requires some exercise of the judgment, but very little of the power of reasoning, especially as compared with arithmetic, grammar, algebra, geometry, natural philosophy, etc. For the culture of *thought power*, therefore, including abstraction, generalization, judgment, and reasoning—the most important part of intellectual training—the influence of manual training is so insignificant as to be hardly worth mentioning.

For the æsthetic nature there is some culture in shaping wood, fitting dretses, making joints, etc.; and there would be much more if the work were carried up into the domain of the fine arts including carving, molding, etc., but this is not contemplated in our public schools; neither would it be practicable, so that there is comparatively little æsthetic culture in manual training. Neither is there anything in the use of tools that appeals to the moral nature, and we cannot thus claim that manual training affords moral culture. The moral sentiments and the conscience are developed by other means than hand training.

Such an analysis enables one to see that the mental discipline afforded by manual training is comparatively small and insignificant and to advocate manual training for pedagogical reasons is to show our ignorance of psychology. There is, however, a general culture that it affords that should not be overlooked. It leads to habits of physical industry which may be of value to the student, though even a classical education seldom makes a man lazy. A course in manual training, if carried far enough, will also cultivate a taste for mechanical pursuits that may be of real value to the student and to society. It will also do something to develop a sympathy with the mechanical and industrious classes and will thus be of service to society and the state.

There is, therefore, some value in manual training as a means of mental discipline. That this discipline is not very great is no reason why the opponents of the system should entirely overlook or deny it. On the other hand the advocates of the system should be careful not to weaken their cause and hold it up to contempt by making exaggerated claims for its effects on the mind. To intimate by the maxim "the head and the hand" that the mind cannot be developed without the use of tools is to subject a good cause and its advocates to depreciation and ridicule. To give expression to any statements that imply that Shakespeare could have written finer dramas or Jefferson prepared a better Declaration of Independence, or Washington presented a nobler example of patriotism, if they had been trained to the use of tools, is to make a little plan for the improvement in our public school course seem ridiculous.

In conclusion let me say that the strongest arguments for the training of children to a use of tools is not its influence on the mind, but its real practical value to them in life. More mental discipline can be given in the same time without manual training than by any system of training in the use of tools that has ever been devised. The practical value of a knowledge of this kind is so great, however, that the ability to use tools may be regarded as an almost indispensable part of the education of a boy or girl. Every boy should be taught to use the hammer, saw, plane, screw-driver, gimlet, auger, etc., and every girl should be taught to sew, mend, darn, knit, crochet, make button-holes, cut and fit dresses, etc., and if these things are not taught, and cannot be learned, at home they ought to be taught in our public schools. There are, therefore, very strong reasons for the introduction of a course of "manual training" in the public schools of the country.

Miss Elvira Brink, for seventeen years a successful teacher in the Lockport public schools, died recently. She had accepted a position in the Lockport Union School a few months previous to her death.

COMPULSORY EDUCATION.

By L. SEELEY, Ph. D., Lake Forest, University, Ill.

Almost every state in the Union has laws on its statute books regarding compulsory education, and yet no one would seriously claim that, outside of a few cities, there is any successful compulsory education in America. Most children go to school or remain away at the option of their parents, or more often at their own choice. It is urged, make the schools so good and attractive as to draw the children to them, and hold them in attendance because they love the school for itself. This is excellent and sound theory which will hold good for perhaps ninety-five per cent. of the pupils for *most of the time*. But there are the five per cent. who cannot be reached, whose attendance is so irregular that it is impossible to awaken an interest in the school and in their lessons. What teacher has not had this experience with pupils that have come to him? If by some means a child is held in school for a considerable period, how often are habits of truancy cured by love for the school awakened in him? Then, too, from this five per cent. come the great mass of law-breakers and criminals. They never learn law at home, they do not go to school, and thus they become men and citizens with no sense of law, and its claims for obedience. Is it any wonder that they so easily drift into crime, and have so little respect for any authority whatever? Again, their absence from school engenders habits of idleness, and gives opportunity to become acquainted with vice and evil doing. The school must teach diligence, punctuality, regularity, and system, and if these become habits in connection with school life, they will remain habits in after life. Without compulsory education these habits cannot be thoroughly inculcated.

Then even the ninety-five per cent., who attend school with considerable regularity, do not hold school duties to be the one business in hand. The presence of a circus in town, a ball game, dress-fitting, attendance upon a party, going visiting or receiving visitors, are a few of the many "sufficient excuses" which are made for absence from school. In just the degree that parents allow their children to be absent from their regular school duties, the children are learning habits of negligence and lawlessness. And the school is practically powerless in the matter. When we consider the consequences that follow such looseness with reference to school attendance, and the effect upon the character and stability of citizens, is it not a wonder that our American states have not long since adopted more sufficient and practicable laws compelling attendance at school? One of the wisest things that Frederick the Great did for his country was the establishment of compulsory attendance at school. In 1763, he issued a general order which was to apply to all the schools of the monarchy. This made attendance at school compulsory for *every day* that school was in session, and imposed fines upon the parents who allowed non-attendance of their children. This is the corner stone of the Prussian school system, and this has made that system celebrated. The result in Prussia to-day is, attendance at school has come to be so thoroughly a necessity that no one ever thinks of attempting to avoid it. A director of one of the large public schools in Berlin, said to the writer in 1885, "There are not five children in this city of a million and a quarter, whose duty it is to be in school to-day who are not there." Prof. Rein, of Jena, one of the best known and foremost pedagogues of Germany, said to me, "Regular attendance at school is so thoroughly incorporated into our German life that it would be practiced even if the law compelling it were abolished."

The fact, then, is apparent that the Germans are far ahead of us in this respect. Many states have adopted compulsory laws, but they have thus far been of little value: 1. Because of the short period of time covered by the acts. With periods of but from six to twenty weeks during the year it is very easy to avoid the provisions of the law. 2. No one is held sufficiently answerable for non-attendance. It is made the duty of boards of education to carry out the provisions of the law, but that duty is an elective rather than a compulsory one with no penalty attached for non-compliance. Rather than stir up ill-feeling in the community, and at the same time increase their own duties, most boards have simply ignored the law. 3. If any attempt is made to carry out the law, it is partially abortive because of there being no place to send the incorrigible children for reclamation. That fact has robbed the law of its force and rendered ineffectual the attempts of those who have tried to put the law in force.

New York State, so often foremost in educational reforms, now comes forward with a proposed law which is far reaching and effectual in its provisions. A bill was introduced in the Assembly by Mr. Talmadge, February 28, last, read twice and finally recommitted to the committee on public education. It will be introduced again next winter, and its adoption urged. This bill is in advance of any existing law in America, because it requires attendance at school "during the whole period that the public school of the city or district in which he resides is in session." If the child is instructed at home it must be regularly and for the same period. Nothing but physical or mental disability can excuse a child for non-attendance. I think a mistake is made in that the bill applies only to cities and minor free school districts. True, most of the villages and smaller towns of New York have adopted the union school system, and therefore the proposed law covers nearly all of the better schools. But the tendency is, that union schools grow better, and the district schools poorer. This law will tend to make the difference greater. We do not offer this as a reason for not adopting the law for the territory proposed, but would extend its workings to apply to every child in the Empire State.

Another point of criticism appears in the bill. Under the German system, compulsory law applies to all children from six to thirteen or fourteen years of age. This bill compels attendance from eight to fourteen years of age. There is a feeling on the part of many American parents against introducing children to school before eight years of age, and that six is too early an age to bring them under rigid requirements of school attendance. And yet, in the large cities such a law would be a great blessing to many a poor little fellow who is turned out upon the street to sell papers, black boots, beg, and learn crime long before he is eight years of age. In the city of Chicago one can see many children, six, seven, yes, even five years of age and under, dodging about among the crowds with a bundle of newspapers under their arms; and the same is true of most cities. How many children become hardened in sin before their eighth year, thus making the task of the school in fitting for citizenship, and in building character, far greater!

2. Another good point in this bill is, it makes the parent responsible for the child's attendance. It places a fine upon the parent for non-compliance, which increases for second offence, and imprisons him for non-payment of the same. This brings the matter home and is exactly the course pursued in Germany, which has worked such excellent results. It is perfectly equitable, as the parent is entitled by law to the earnings of each minor child, is held responsible for its support, and must be answerable for its conduct.

3. The bill makes it the duty of the school authorities to enforce the law, and inaction on their part works forfeiture of the public money. The latter clause cannot fail to secure the enforcement of the law, and it meets a weakness in former laws. This will act as a protection to boards of education who would otherwise hesitate to enforce the law for fear of creating disturbance in their district. Taxpayers would not tolerate any action on their part which would endanger the loss of the public money.

4. It provides for the appointment of a truant officer, and holds him to strict accountability for faithfulness.

5. It establishes a state school for the reclamation of incorrigibles. In case a parent is unable to control a child, the state assumes the responsibility and takes care of it. Such a school is a necessity for the successful administration of the law.

6. It compels the furnishing of school accommodations for all pupils of school age before September 1, 1891, thus removing all excuse for non-attendance.

7. It assumes some control over private schools, in that it requires reports from them, which will enable the state to judge as to their faithfulness in carrying out the requirements of the law. Such authority must be exercised, or a parent who wishes to escape the provisions of the law can simply send his child to a private school. Every private school in Germany is accountable to the state not only for the attendance of its pupils, but also for its course of study, discipline, etc.

These are the general provisions of the law proposed. If it be enacted it provides sufficiently for its own enforcement, and such a law enforced would be one of the greatest blessings to the community. The enactment of a compulsory law, the definite fixing of standards of qualification for teachers throughout the entire state, the establishment of permanency of place for teachers, so that they need not yearly be compelled to submit to the uncertainty of re-election, and the adoption of a wise and just system of pensioning after long years of service as teachers, are the reforms necessary to strengthen the weak places in our own American school system. In pushing any or all of these reforms, Supt. Draper should have the warmest support of teachers, as well as of educational journals.

ARTICLES INTERESTING TO TEACHERS FROM RECENT MAGAZINES.

An Indian Prince, The Elephants of.—August *Wide Awake.*
American Locomotives and Cars.—August *Scribner's.*
Æschylus, The Prometheus of.—August *Atlantic.*
Arnold (Matthew), Source of his Power.—July *Church Rev.*
Astronomy (Sidereal): Old and New.—August *Century.*
Alps, Life in.—(July 26) *Youth's Companion.*
Artesian Belt of the Upper San Joaquin.—August *Overland.*
Among the Birds.—July *Good Words.*
Africa, British Interests in.—July *Contemp. Rev.*
African Rivers and Hippopotami.—August *F. L. Pop. Mo.*
Art of To-day, Thoughts on our.—August *Mag. of Art.*
Brain, The Topography of.—August *Forum.*
Brazil, Liberating the Slaves in.—July *XIX. Century.*
Buddhism.—July *XIX. Century.*
Catholic University, Present Standing of.—August *Cath. World.*
Chivalry.—July *Every Boy's Mag.*
City Life, Injurious Influences of.—August *Pop. Sci. Mo.*
Conkling (Roscoe).—August *Mag. of Am. Hist.*
Choirs and Singing Schools, Early New England.—July *Am. Mag.*
Continental Congress.—July *Mag. of Am. Hist.*
Chief Justices off the Bench.—August *N. Am. Rev.*
Colby University.—August *N. E. Mag.*
Canadian Fisheries.—August *N. E. Mag.*
Conde, The Great.—*Eng. Hist. Rev.*
Camel, Evolving the.—July *Longman's.*
Chinese in New York.—August *Cosmop.*
" Boy, The Childhood of the.—August *Quiver.*
Dickens (Charles).—July *Mag. of Art.*
Disease Germs and How to Combat Them.—July *Century.*
Dreams, Nightmares, and Somnambulism.—July *Century.*
Dreamland, The Open Door of.—August *N. Am. Rev.*
Drift-Sands and Their Formations.—August *Pop. Sci. Mo.*
Educational Reform, Essential.—August *N. Am. Rev.*
Education, The New Departure in.—July *Contemp. Rev.*
Ecuador and her Cities.—July *Am. Mag.*
East Tennessee One Hundred Years Ago.—July *Mag. of Am. Hist.*
Evolution, The Logic of.—July *Brit. and For. Ev. Rev.*
Eighteenth Century Literature.—July *New Prince. Rev.*
Eclipse (Solar) of 1887.—July *Scribner's.*
Factory Life, Studies of.—July *Atlantic.*
Greece (Modern), Life and Travels in.—July *Scribner's.*
Gettysburg Reunions.—July *Century.*
Grant, Personal Recollections of.—August *Mag. of Am. Hist.*
Gen. Gage, The Boston Schoolboys and.—August *Wide Awake.*
Glasgow and Its Exhibition.—August *Cassell's.*
Goethe.—July *Fort. Rev.*
Great West, Studies of.—August *Harper's.*
Himalayas, The Heights of.—July *Sunday at Home.*
Hymn Tunes, Some Historical.—July *Quiver.*
Intellectual and Moral Culture.—July *Phren. Jour.*
Ireland, A Tramp Across.—July *Fireside.*
Institute of Theology, Is it Time for an?—August *Christ. Th.*
Insects, Our Musical.—July *Chautauq.*
Indians, The Mound Builders were.—July *Mag. of Am. Hist.*
Johnson (Andrew), Personal Recollections of.—July *Mag. of Am. Hist.*
Justice, Primitive.—July *Presby. Rev.*
La Fontaine's Fables.—August *F. L. Sunday Mag.*
Lincoln Cathedral.—August *Century.*
Longevity, Is it Worth its Price?—August *Forum.*
Man and Insect.—July *Sunday Mag.*
Meissonier, A German Estimate of.—June *Connoisseur.*
Maryland, The Eastern Shore of.—August *Lippincott's.*
"Mother Moscow," A Call on.—August *Atlantic.*
Mind-Cure.—July *Chautauq.*
"Mr. Crowley."—August *St. Nicholas.*
Nile, The North American.—(August 2) *Ind.*
Negro, The Future of.—August *Pop. Sci. Mo.*
" What Shall he do?—August *Forum.*
Norway from the Sea.—July *Leisure Hour.*
Old Arts and Modern Thoughts.—July *Mag. of Art.*
Public Schools, Teaching of Physiology in.—August *Pop. Sci. Mo.*
" " Literature in the.—August *Atlantic.*
" " in the Olden Time.—July *Murray's Mag.*
" " What Shall They Teach?—August *Forum.*
Post office Parcels and Telegraphs.—*Eng. Illustrated Mag.*
Poor Children, Play Rooms for.—July *Quiver.*
Railroad, The American.—July *Mag. of West. Hist.*
Reality and Thought.—July *Mind.*
Roses, Romance of.—August *Cosmop.*
Rivers and Valleys.—August *Scribner's.*
Ruskin as a Political Economist.—July *Quar. Jour. of Economics.*
Scientific Research, Limit and Uses of.—August *Christ. Th.*
Science, The Unity of.—August *Pop. Sci. Mo.*
School, Send the Whole Boy to.—August *Cath. World.*
" Programs, Can they be Shortened?—August *Atlantic.*
Space and Time.—July *Mind.*
Spiritualism and Like Delusions.—July *Am. Mag.*
Sea Serpent, The Story of the.—August *St. Nicholas.*
Sponge Fisheries of the Mediterranean.—July *Chamber's Jour.*
Technical Education, The Vague Cry for.—July *XIX. Century.*
Trusts, What Shall be Done with?—August *And. Rev.*
Tarrytown, Historic.—July *Chautauq.*
Truth, First Principles of Necessary.—August *Christ. Th.*
Veddas at Home.—July *Young England.*
Woman Question, The.—July *Welcome.*
Women's Clubs of London.—July *Woman's World.*
Washington (George).—*Colburn's United Service Mag.*
Wild West, Stories of the.—July *Every Boy's Mag.*
West Indies, A Midsummer Trip to.—August *Harper's*
Yellowstone, Lower Falls and Canon of.—August *Scribner's.*

THINGS OF TO-DAY.

Yellow-fever is decreasing at Jacksonville.

General Schofield was made Commander of the U. S. army.

The American party held a convention in Washington and nominated a Presidential candidate.

Charles Crocker, the California millionaire, died.

In a letter, Mr. Labouchere expressed his disgust for Emperor William's unfilial conduct.

The final ratification of the treaty of the United States with China was postponed.

Lieutenant Shufeldt of the U. S. navy is organizing a Stanley search expedition.

The steamship Geiser collided with the Thingvalla off Nova Scotia. The Geiser sank, and 105 of her passengers were drowned.

The governor of Australia will support the Canadian Pacific cable.

A famine prevails in Epirus.

The business portion of Cayenne was burned. Loss, $2,000,000.

Cetewayo's son claims the sovereignty of Zululand.

A world's convention of the Y. M. C. A. met in Stockholm.

The death of Lupton Bey is reported from Suakim.

The new sultan of Zanzibar has put himself under German protection.

Mr. Parnell denies the report that he is to resign.

The Pope's illness continues.

A tariff debate is proposed between Mr. Blaine and Speaker Carlisle.

A heavy storm did much damage through Canada and New England.

FACT AND RUMOR.

Prince Louis Ferdinand, of Bavaria, has received a diploma qualifying him to practice as a physician.

The re-organization of Woodstock College, in Canada, is in progress; also the organization of Moulton Ladies' College.

An exhibition of hygiene opened at the Palace of Industry in Paris on the 20th of July. Another exhibition for the same purpose, also containing a section devoted to the fine arts and industrial arts, opened at Ostend on the 30th of June.

Some of the Western cities pension their public school teachers after certain years of service. In Wisconsin twenty-one years of faithful work entitles a teacher to a pension.

A philosophical society has been formed at the University of Vienna under the leadership of Professor Zimmermann and Professor Meynert. Professor Hoffler has been elected president. The object of the society is to bring before specialists of all classes general scientific problems having a philosophical import.

The Mississippi legislature has passed a bill establishing an industrial school in which the course of instruction will reach from needle-work to school teaching.

President Magill, of Swarthmore College, Pa., believes that it will soon be able to admit students free of tuition, as nearly $40,000 has been contributed as an endowment fund, and the college has $100,000 which it may use as it pleases.

Bismarck is a great lover of literature and art. Though weak in science, he is strong in history and modern languages. He speaks French and English fluently, and knows Russian, Italian, and Spanish well.

A bottle of Hood's Sarsaparilla contains 100 doses, more than any other preparation. Try it.

EDUCATIONAL NOTES.

IOWA.

A pamphlet containing the announcement and course of study of Marshall county institute in Iowa is the best thing of the kind we have yet seen. No teacher need be in doubt as to what is provided for them and expected of them. This is a point all county superintendents would do well to make note of. E. P. Fogg is superintendent, and he has a first-class institute. K.

INDIANA.

The twenty-fourth annual session of the Wayne county teachers' institute was held recently at Centreville.

The summer term of the Southern Indiana Normal School was held at Mitchell recently.

NEBRASKA.

The Madison county institute, which just closed a two weeks' session at Madison, followed a well-systematized plan of work. Supt. L. B. Behannon, of Madison county, was the conductor.

PENNSYLVANIA.

The sixth reunion of the Bucks County Normal and Classical School took place recently at Bethlehem. The school has been established thirty years.

WISCONSIN.

Prof. C. R. Van Hise, of the State University, has been appointed to a position on the U. S. geological survey corps, made vacant by the death of Prof. R. B. Irving.

Prof. F. H. King, biologist and physicist at the River Falls Normal School, has accepted the chair of agricultural physics at the State University.

Dr. Jastrow, a recent graduate of Johns Hopkins University, has been appointed to the chair of experimental and comparative psychology at the State University.

At the university commencement, honorary degrees were conferred as follows: A.M., Hon. J. Johnston, Milwaukee; LL.D. Rasmus B. Anderson, U. S. Minister to Denmark.

St. Francis, E. A. BELDA,

KANSAS.

Superintendent Kibek, of Emporia city schools, has been re-elected for the ensuing year.

County Supt. Matt. Thompson, of Wabaunsee county, was not a candidate for re-election. He is content with honors already won, and the duties of post-master give him all the public life he wishes.

Work has commenced again on Fairmount Female Seminary at Wichita. Funds to complete the building have been procured through the efforts of Mr. George C. Strong. This structure will be an ornament to the northeastern part of the city, when finished. The city will soon erect a $15,000 school-house, the money for that purpose also having been secured.

Supt. Geo. W. Winans, of Junction City, was successful in securing the Republican nomination for state superintendent of public instruction. Mr. Winans has successfully conducted the Junction City schools for several years, and will make a capable state officer.

The summer schools are all progressing with admirable smoothness. Good work is being done.

Abilene, C. M. HARGER.

MEETING OF COUNTY SUPERINTENDENTS.

The following report failed to reach us until the middle of last month. This is the first opportunity we have had to publish it:

The meeting of the county superintendents, held in Salina, Kansas, was well attended, there being about one-half the superintendents of the state present. Hon. J. H. Lawhead, state superintendent of public instruction presided at the opening exercises.

OPENING ADDRESSES.

Dr. A. Schuyler, president of the Kansas Wesleyan University, who was announced to deliver the address of welcome spoke in a thoughtful and logical manner at some length. He referred to the great educational interests of the state, which is four hundred miles long by two hundred wide, and having more than one hundred counties—some sparsely settled, showing here and there a cabin or dug-out, others rich with prosperity and thickly studded with spacious residences. In some of the counties, he showed, there were less than one hundred pupils, in others the number ran up to twenty-five thousand. He spoke of the family, the church, society, and the street as educators, good or pernicious. "The teacher should be clear, correct and accurate: he should fasten upon his mind objects that they may be ever at his command. The county superintendents should encourage, stimulate, and help each other—they should carry the enthusiasm of such meetings to their homes and let the spirit there engendered go out into their work and their lives. It would make them more successful educators, more beneficial citizens, and of higher value to the race."

County Superintendent J. H. Lee, of Riley county responded in behalf of the visitors. He spoke of the rapid development of the western part of Kansas; of the days when the buffalo roamed at will and the coyote's howl was heard in every hollow. He contrasted it with the present, taking Salina as an illustration of the hundreds of cities dotting the western plains. Standing where Santa Fe and Iron avenues intersect, there were to be seen at the south the Kansas Wesleyan University, at the west the Salina Normal University, at the north the Episcopal Military Institute, and another large institution of learning is contemplated for the east. He complimented the county superintendents upon the large attendance, etc.

MANUAL TRAINING.

The first paper was on "Manual Training; its Adaptation to our Public Schools." It was prepared by Dr. Niedlander, of Lindsborg, and read by Dr. T. J. Cook. The paper discussed the subject in all its bearings. "Manual Training is the coming rage in this country. It has become a fixture in the great cities of the East and it is surely, though not slowly, working its way westward. We must prepare for it."

The discussion was opened by Superintendent Quay, of Marshal county who was followed by Dr. Schuyler, Superintendent Ella Kelley, of Cowley, Superintendent Chamberlain, of Allen, and Superintendent Roach, of Cloud. The latter gentleman strongly favored manual training in our schools but he found many opposers. The general conclusion was that while in, and of itself, manual training was a good thing, it was scarcely practicable to undertake its introduction into the Kansas schools which are in too crude a state to assimilate it. In the large cities it could perhaps be used. One superintendent voiced the feelings of many when he asked Superintendent Roach who would teach the Kansas teachers manual training. The teachers as well as the taught need development and education in this direction.

NORMAL INSTITUTES.

Supt. Roach read a paper on, "The Elements of Success in Normal Institutes." "The success of an institute is not to be measured by the numbers in attendance, but by the amount of training and mental discipline acquired by the attendants, and the month's work in the institute should be a month of business-like, practical, educational drill." The paper urged the following points as essential elements in institute work: (1) Have good boarding places; (2) Best of instructors; (3) Employ no resident instructors, or one who works in more than two institutes; (4) Classify carefully; (5) Have a few good lectures; (6) A few socials. In regard to the first topic, Supt. Roach urged that too often young teachers herd together in a cheap boarding house, and fritter away the opportunities of the institute in having "a good time." The superintendent can prevent this by placing them where the incentives and inducements for work will be suitable to their needs.

The subject was discussed by Supts. Waddington, Lee, and Quay.

SCHOOL VISITATION.

The next important paper was on "School Visitation," by Superintendent Ella Kelley, of Cowley county. In brief, the carefully prepared article was: "There is no place for aimless, promiscuous visiting. There must be systematic, specific work in this department of the superintendent's duties. Find out when you are needed, and give such schools your earliest attention. The superintendent should be alive to the call of *duty*, and should have the manhood to go where the *right* demands him. In school district quarrels, brought on by a weak teacher or a jealous community, he should bravely take the stand for justice, though opposed by the whole neighborhood. Independence of thought and action is the first essential of the superintendent. The superintenent does not belong to himself; he is at the beck and call of the public; he is pulled at on all sides. In going into a school, he should notice: First, does the teacher command the respect of the pupils and of patrons as well? Is he training *character* through habits of order, obedience, self-control, good-manners, attention? Is he teaching the pupil to be *honest* and *true*? Second, is the teacher *personally* as well as *professionally* strong? Are his efforts conscientious? Third, in regard to school management, are his methods of questioning correct?

Is a course of study recognized in the work? Does the teacher strengthen the individuality of the pupil? Are errors corrected? Are neatness, rapidity, and accuracy taught, blackboards used? etc. Make a careful record and leave it open in your office to encourage the honest worker, and to spur up the shirk. Make it tell in the teachers' salaries, and it will tell on their work. Let the teachers know for a certainity in the fall, on opening their school that the work they do is to be credited or debited to their open account in your office, and the earnest worker will be encouraged with the consciousness that his labors are appreciated, while the drone will be afraid to fail. Above all things, call upon the weak schools first. If after having given all the necessary time to these members of your flock, you have a chance to call upon those more prosperous and more fortunate in their general management, do so; but your presence in those schools is likely to be more an "encouragement" than anything else.

The paper was discussed by Supts. Waddington, Pence, and McDonald.

Professor Hillman, of the Kansas Wesleyan University, gave a short talk on superintendents' work in the East, and his own experience in that line. The following resolution was adopted:

Resolved, That, in our opinion, our summer normal institutes would be greatly improved by a graded course of study, and we recommend that the state board of education prepare the same for use in the institutes of 1889."

The convention was an exceedingly profitable one, and when it adjoined, those present felt that the time had been well spent.

H.

MARTHA'S VINEYARD SUMMER INSTITUTE.

The Martha's Vineyard (Mass.) Summer Institute closed its eleventh annual session after five weeks of study and recreation. The officers of the corporation are: Dr. Wm. A. Mowry, president; Rev. John D. King, vice-president, Benj. W. Putnam, clerk, and C. E. Meleney, treasurer, with J. C. Rolfe, A. W. Edson, A. C. Boyden, James Jenkins, C. Wesley Emerson, and E. S. Burgess, directors. Mr. Jenkins is bookkeeper, and Mr. Edson is manager of the school of methods. With this board of officers, it is needless to say that earnest, untiring efforts will be made to the end that the institute may more and more accomplish that for which it was founded. Mr. Putnam, who has been the business agent for several years, retires from that office, and hereafter the business management will rest with the president, treasurer, bookkeeper, and manager of the school of methods.

A school of methods was this year added to the academic departments, under the management of Mr. A. W. Edson, agent of the Mass. State Board of Education. Mr. Edson's service as normal school principal, and his wide experience as supervisor of schools, eminently fit him to recognize and supply the need of the common school teacher in this department.

In the matter of accommodations, it may be said that no summer school can rival this. Agassiz Hall contains sixteen large recitation rooms, one of which, the assembly room, is capable of seating three hundred persons. One room in the hall was devoted to the sale of educational books and periodicals. There were also three recitation rooms in outside buildings, devoted to vocal music, instrumental music, and elocution.

The arrangements for entertainment were specially worthy of mention. Every afternoon a free lecture was given in the assembly room by such eminent lecturers as Dr. A. D. Mayo, Dr. Wm A. Mowry, Rev. A. E. Winship, etc.; a course of entertainments was given in Union Chapel, Cottage City, twice a week, consisting of readings, concerts, lectures, etc. Friday evenings were devoted to socials, the object of which was mutual acquaintance and "a good time." An excursion to some attractive point was arranged for every Saturday.

More than thirty states and territories were represented by the students.

The largest class in the academic department was that of elocution and oratory, under the personal instruction of Dr. C. Wesley Emerson, president of the Monroe College of Oratory, Boston. This was in reality the summer session of the college, three weeks being held here and three in Boston. Dr. Emerson is so much pleased with the class of students and surroundings, that next summer the entire session will be here and in connection with the institute. The object of this summer session was "to give an opportunity to students and teachers in public schools to become familiar with the principles of voice culture, gesture, and analysis as taught in this college." It is devoted to practical drill work in physical and vocal culture, and the principles of expression. Dr. Emerson also gave several very instructive lectures upon professional subjects during the course, to which all members of the institute were invited.

The instruction in the natural sciences was practical and systematic, with much experimental and objective work. We would mention particularly zoology under the direction of Professor Dwight, of Vassar College, and botany, with Professor Burgess of Washington, D.C. Their names are a sufficient guarantee of the quality of their work. The other instructors were no less efficient.

The art department was under the charge of Mr. B. W. Putnam, as it has been in the previous sessions of the institute.

The languages—French, German, Latin, and Greek—were as well taught as the sciences, French and German being studied under native teachers.

Dr. Mowry's course in United States history was one which a student could hardly afford to lose. He gave in an hour the fruits of months of research, and showed in a clear, living manner

the philosophy of our history with reference to causes and effects upon the world, as well, as the growth of the nation. He also gave instruction in English literature and the class are enthusiastic in praise of the lectures.

The departments of kindergarten, manual training, music, mathematics, and shorthand merit more than mere mention, but space forbids.

The members of the school of methods went away full of enthusiasm. The instructors in this department were all persons who have had large experience both in teaching and instructing others in that art. Exceptionally valuable were the following: Natural Science under the instruction of Arthur C. Boyden of the Bridgewater (Mass.) Normal School who illustrated what might be accomplished, by taking fifteen minutes per week, in helping the children of our common schools to observe nature for themselves; drawing, Prang's system, under the instruction of Walter Goodnough, superintendent of drawing, Columbus, Ohio, who has no superior as an instructor: and geography, under Mrs. M. S. Cate Smith, who is enthusiastic, and mistress of her subject.

The entire work of the institute has been pleasant, and full of profit to the students. Plans and improvements for next year are already maturing in the minds of the officers, and never has a session closed with greater promise for the future. COM.

INTER-STATE INSTITUTE.

The inter-state meeting of the teachers of Maryland and West Virginia was held at Mountain Lake Park, Md., July 17-19. Papers on "The Place of Manual Training in a System of Public Schools" were read by N. C. Brackett, of Stover College, West Va., and R. A. Armstrong, principal of the West Liberty Normal School, West Va. The discussion of the papers was opened by Prof. P. B. Reynolds, of the West Virginia State University, and was continued for a short time by A. B. Bush, principal of Shepherd's College Normal School, and Thomas C. Miller, of Fairmont, all of West Virginia.

"Free and New Text-books" was presented by Hon. M. A. Newell, State Supt., Maryland.

Prof. V. B. Pennington, of White Plains, Md., read a paper; subject, "The Chief Needs of Our Public Schools." The paper was an earnest appeal for true methods of teaching in our public schools. In an interesting manner he traced the history of public schools up to the present time.

A paper was read by Miss Venie Hearn, principal of Rehoboth Academy, Somerset county, Md., on "The Requirements of Our Profession."

The discussion of the subject of "Overwork in the Public Schools" was opened by B. S. Schooley, Laurel, Md. He thought that very little damage was done to the pupils by overwork to-day in our schools. Some children are physically so weak that they cannot stand much study. In such cases the parent should be consulted, and the amount of study curtailed.

A paper, "The Ideal Education for West Virginia," was read by Dr. D. B. Purington, of the West Virginia University. The points made were applicable to all states, and were as follows: This ideal education must be—

First.—Physical. We should be careful that the intellectual training does not hurt the vigor of the body.

Second.—It must be symmetrical; the whole man must be educated.

Third.—It must be progressive.

Fourth.—It must be modest. We are apt to be too ambitious.

Fifth.—It must be honest—honest in thought, honest in purpose, honest every way.

Sixth.—It must actuate the taste.

Seventh.—It must be broad and well rounded.

Eighth.—It must be devout at the close.

Prof. D. W. Shields, of Keyser, read a paper on the subject of "The Relation of Public Schools to Public Morals." Its basis was the belief that our public schools are a moral force. Miss Julia A. Kelley, of Preston, Maryland, read a paper on the subject of "Advancing Pedagogics," contrasting the rude teaching of former times with what is now being done in our best schools, and showing the great advancement being made in every department of instruction. Maj. J. M. Lee read a paper, subject, "English Literature in the Public Schools." He favored the teaching of no language but the English in our schools, because it trains the heart as well as the head.

Miss Emma Norris, of Wilna, Md., read a paper on "The House We are Building." She emphasized strongly the truth that the teacher is a character builder; that education is not complete that does not teach religion. A paper on the same subject was read by Miss Laura A. Dent, of Fort Foote, Md.

A paper on the subject of "School Punishment"—the authority of the teacher—was read by J. G. Gittings, principal of Clarksburg, West Va., public schools. Mr. Gittings believed that every teacher should use corporal punishment very sparingly.

NEW YORK TEACHERS IN SAN FRANCISCO.

At a largely attended meeting of the teachers and visitors from the state of New York in attendance at the National Educational Convention, held in the parlors of the Palace Hotel, of San Francisco on July 21, 1888, the following resolutions were unanimously adopted: "We the teachers and friends of education from New York in California, highly appreciating the unexampled hospitality and more than generous welcome extended to us by the teachers and citizens of the "Golden State" during our stay among them,

Resolve, That our most earnest thanks are due and are hereby extended to the teachers and citizens of California for the warm-hearted welcome and bounteous entertainment we have constantly enjoyed at their hands since arriving upon their coast.

Resolved, That our visit and stay in California will mark one of the luminous points in our lives to which memory will ever and often revert as one of the grandest and happiest examples of our warm and whole-hearted generosity and fraternal unity in the great and noble cause of education.

D. T. Ames
Emily S. Hanaway } Committee.
Sarah A. Staley

Jerome Allen, Chairman.

LETTERS.

142.—THE FIRST DAY.—Give some suggestions to a young teacher as to what should be done during the first day of school. N. G. B.

The opening day is the most important. Why? Because a bad beginning makes a bad ending. Now, what is necessary in order to make the opening a success? 1. Good health and good spirits. A sick teacher and a melancholy teacher has no business to open a school. He may be tolerated after it is in running order, but let him stay away from the commencement. 2. Well-digested plans. There is not one teacher in ten thousand who is not able to arrange his plans the first day. Don't consult the pupils about what to do. By all means, never consult parents in reference to their pet schemes. The teacher should be master of his own situation. 3. Get to work as soon as possible. If you can have your plans all arranged so as to commence work the first hour, do so. The sooner you get your pupils to doing something, the sooner they will be kept out of mischief. 4. Make the first lessons as interesting as possible. The pupil who commences with an interest will make a long leap ahead before many days of the term have passed. 5. As far as possible, make your pupils do what they like to do. If there is any distasteful work to be done, don't trot it out first. If you send your pupils home saying, "I don't like this study and I know I shall not," you have lost a grip which it will be very hard to regain. 6. Don't be too anxious about getting acquainted with your pupils. Speak kindly when it is necessary to speak; be affable, courteous, kind, and perfectly approachable, but don't take any special pains to inquire after all your pupils' relations. *Get educationally acquainted with your pupils.* This is the kind of acquaintance that tells. 7. Find out personal difficulties as soon as possible. This knowledge will lead to readjustments of grading, and often rearrangement of classes.

These are a few hints to the uninitiated teacher, but there is nothing in all the world that will help a commencing teacher new or old, better than good, native common sense, and lots of it. If you haven't this, all the books and all the magazines and all the advice this side the Sandwich Islands will not help you out of difficulties into which you will be bound to get. J. A.

143. SCHOOL EMBELLISHMENT.—A visitor, entering the West Side Italian School, 24 Sullivan Street, New York, sees everywhere evidences of cultivated taste. This has been brought about by the introduction of scissors. When manual training was introduced, scissors were supplied for all the children. At first they were used in the kindergarten work. Forms were cut out of paper, after they had been designed and drawn; but the demand for objects to cut was greater than the supply. The desire to cut was met by giving them pictures to trim. The children brought in every thing they found that had a bit of color on it. Tomato cans, peach cans, cigar boxes, advertising cards of all sorts, furnished any quantity of pictures of every variety,—some bold, gaudy, flaring; others really beautiful. They were trimmed and arranged on sheets of card-board. The result was surprising. The taste of the scholars has been educated in arranging, grouping, and contrasting, they have become skillful in the use of scissors, and learned to make good use of waste materials. Their work nearly covers the walls of the room and furnishes subjects for lessons. They help increase the stock of words and information. Collections have been made of cards found in the packages of cigarettes. One set gives all the rulers of the world and the national flags. Another set gives the military costume of all soldiers and officers. They seem to be faithful studies. Each one may be made the subject of an interesting lesson. During recess groups of children gather about the cards and discuss the subjects. They take great pride in this decoration as their own work. Having begun it at school, they carry out the idea in their own homes.

After the novelty of the exhibition of the cards on the wall is worn off new ones are made, and the old ones given as prizes.

The effect of the bright colors was somewhat modified by large palm leaves, set in the center of the mantel. The straw-color and the radiating lines of the fronds made a fine contrast to the other forms and colors. This has been done under the direction of teachers who had no more advantages than others, and could be done by any one giving the subject the same care and attention.

The little black-eyed, swarthy, bright-faced Italian children, ragged, half-clothed, and half-cleaned, were intensely interested in this kind of work; but not more so than children of the better classes would be if they had the opportunity for the same or better sort of cultivation. J. W. S.

144.—PRIMARY READING.—There are two things that slightly surprise me; namely, the wonderful results obtainable by the use of the Sentence Method, and the fact that it is not in more general use. I have given it a fair trial, and am thoroughly convinced that it is *the* method for introducing a child to the mysteries of learning. The interest that it creates is truly wonderful; and the distinctness of enunciation, the naturalness of expression that it develops, are admirable. It solves all those puzzling problems of how to get rid of monotonous, inaudible, unintelligent, unintelligible reading. It is a regular and, if ever there were such a thing, a reliable remedy for all the "depravities" of infant humanity. It calls into activity almost all the faculties of the mind. It rouses within a zeal which compels the use of eyes and hands.

I have taught my primary class by this method for about three months. They had never been at school before. Now they can read and write legibly a great many simple sentences in which the personal pronouns, the corresponding forms of the verbs *have, see, run, read, look, catch, met, tell, am, is*, etc., and a great many nouns, such as, *book, stick, bell, shell, bone, block, pen, pencil, pea, bean, box, ox, fox, boy, girl, lad, hog, nag*, etc., figure. They can also read several lessons fluently on the chart, give the sounds of most of the words, and the name of nearly every sound—spell the words from blackboard or chart, and even a few words mentally. The forms of some of the sentences have already been so well impressed on their minds, that they can write them without copy.

I call this success, and ascribe it largely to the method, as I know that I could never have obtained such results in any other now known way. I can not see why such a method should not be more generally used.

SAMUEL GARBORG.

145.—SCHOOLS IN VERMONT.—There are some 2,500 districts in the state, and of these 1,200 have less than 12 pupils. There is no reason why the pupils cannot learn as fast there as in graded schools, provided the same care be exercised in procuring teachers. But in a majority of instances it is thought necessary to hire the cheapest teachers—often very young ones, wholly inexperienced in governing and instructing children. It is not our intention to say anything against these young teachers for they do the best they know, but some system of free training for teachers should be established in every county and skilled supervision provided. B. H. A.

146.—GRAMMATICAL.—Should we say "first two verses" or "two first verses?" R. R.

The proper use of adjectives in English marks the attainment of the writer in his own tongue; there is need of careful observation and thought. We say the "large black man," not the "black large man;" we say "pretty white dog" not the "white pretty dog." And thus we infer that the adjective designating color must stand next the noun. If there are two adjectives designating color as "reddish white," "greenish gray," it is plain that the color must stand nearest the noun that modifies the noun; the term "reddish" modifies "white." It is proper to say bring me "the first books," "the first apples," etc., that you come to. It is needless to raise a quibble by saying "there cannot be but one first apple, the next will be the second apple." If we were numerating, this would be true, but we are speaking of them as a mass. So we say "tell the first people you meet," etc., and are understood. If I say to one, "Sing the first verses of the hymn," he feels the expression lacks in accuracy and demands, "How many?" I reply the "two first," or "three first," and he then knows just what I mean. If I say, "Sing the last verses of the hymn," he is in the dark as to my meaning; I remedy this by saying, "Sing the three last." JOHN.

147.—QUESTIONS FOR DISCUSSION.—Why cannot the teachers elect representatives to go, say five for each city, to each gathering?"

This pertinent question in the JOURNAL of June 16 hits the nail squarely on the head. In general, why are not all teachers' associations representative? There is no other body, that I am aware of, does business in the "go as you please" style. I also venture the opinion that teachers' associations should not be made miniature normal institutes for the purpose of giving an opportunity to theorists to air themselves and their interminable papers.

Have we not vital questions in abundance to discuss, relative to the teachers' status in the community. Our insecurity of position, below that of the policemen,—the justice of pensioning faithful public servants after a sufficient length of service,—these and others seem to me to be opportune subjects for a congress of teachers to discuss.

It is to be hoped that the efficient committee that is to report on the best method of making the N. Y. S. T. Assn. more effective will successfully grapple with the question. C. C.

148. A QUESTION OF GRAMMAR.—(*Ans. to Ques.* 38.)—No. Do not define by using an adverb if it is possible to avoid it. C. P. C.

149. WRITTEN CONTRACT.—(*Ans. to Ques.* 48.)—Yes. Unless dismissed for some cause specified in the contract. C. P. C.

SPECIAL NOTICE.

All teachers are requested to send us five names of persons they know who make it a business to take subscriptions for books and papers. Tell us what you can about them; we want the names of good agents everywhere. All who do this will, on request, receive free by mail a copy of "Improvement in the Art of Teaching," by J. G. Fitch, and others; a very valuable volume, price, 15 cents.

BOOK DEPARTMENT.

NEW BOOKS.

TALKS ON PSYCHOLOGY APPLIED TO TEACHING. For Teachers and Normal Institutes. By A. L. Welch, LL.D., Ex-President of Iowa Agricultural College. New York and Chicago: E. L. Kellogg & Co. 50 cents.

This little book of 136 pages solely aims to help the teacher in the active work of the school-room. Most works on mental science simply propose to aid in getting some knowledge of mental science as a science, and do not aim at practical teaching. This aims to show what mental efforts are made by the learner in learning, and how these efforts educate him. Thus the teacher learns how to cause right mental efforts to be made by the pupil. Our education is passing out of the mechanical into the psychological stage. It is sure to become psychologic and philosophic; and hence the teacher ought to investigate the methods by which mind is educated. This little book is sure to be popular with thinking teachers. It is written in a very plain style, and makes the subject very plain and easy to comprehend. Its chief characteristic is its exposition of education as a result of psychologic operations. It shows what means to take to educate. The subjects of "environment," "stimulation," "reiteration," and "imitation" are clearly discussed. It shows how to teach reading, writing, spelling, etc., in accordance with psychological laws. It shows how the faculties are trained by school exercises. This book will make the foundation of a teacher's work plain to him. He will be able to see *why* he proceeds as he does; and this is very important. The day is sure to come when the teacher's work will be professional, that is, founded on philosophical principles; this day will not come unless the teacher knows what the mental processes are that lead to education. We, therefore, feel certain this book has a mission among the elementary teachers. The questions that follow each chapter will prove of real service. The type is large and printing and binding (cloth) plain but elegant.

HOW TO STUDY GEOGRAPAY. By Francis W. Parker. Prepared for the Professional Training Class of the Cook County Normal School. Published by Francis W. Parker, Principal Cook County Normal School, Englewood, Ill.

Col. Parker has written a new book, for which the teachers of the United States will be very glad. For when a man of ideas makes up his mind to express his ideas, thinking teachers all over the country are anxious to know what he says. Like an honest man, he says that he "doubts not there is much in it for friends to criticise adversely, and much that needs the sharp lance of others not so friendly." But with all its faults, and we have found few so far, he dedicates the book "to all teachers who thoughtfully and thoroughly prepare every lesson." Let us see what the book has in it. After the Introduction, which contains the motive, theory, method, and difficulties connected with the study of geography, he at once dips into the subject, and commences with the Preparation for Teachers. Under this he discusses: the Structure of Continents, the five continents in order, then the World as a Whole and the Distribution of Ocean Currents, Winds, all kinds of Life, and the Political Divisions and Industries. Next comes Outlines of a Course of Study of Elementary Geography, for eight grades, followed by Suggestions and Directions. Under this latter head are included, History, Curiosity, Relief Maps, The Art of Questioning, Field Lessons, and other important subjects. Part V. contains Notes upon the Course of Study, for five grades, under which Sand Molding, Occupation Lessons, River Basins, etc., are treated. Part VI. includes the study of Europe and Asia, Africa, and Australasia, The Earth as a Sphere, Comparison of Continents, and Mathematical Geography. Under the Distribution of Heat are discussed, Effects of Heat upon Atmosphere, Uses of Winds, Ocean Currents, Distribution of Soil and Vegetation, Animals, Races of Men, and Minerals. The last part treats of the Distribution of Nations, including Forms of Government, Political Divisions, Occupations of Men, Bibliography, and closes with Spring Studies in Nature, by Mrs. E. D. Straight, Herder's Speech on Geography and Methods of Modeling Relief Maps. It will be seen that within these pages almost everything is comprehended that the progressive teacher needs to know, but no one must be misled in thinking that it is a book of information, for certainly it is not. It is a book of methods, and not a book of facts. Let no perfunctory teacher hope to get any aid or comfort from this volume, for his hopes will end in disappointment. But wherever there is a live, inquiring teacher, sincerely asking, "How can I study and teach geography properly?" let him take courage, for here is help. It is impossible in a brief notice to give more than a hasty outline of what the book contains. Buy it and judge for yourselves.

FIRST LESSONS IN ENGLISH. By F. B. Greene, A. M. Cowperthwait & Co., Publishers, Philadelphia. 144 pp. 36 cents.

Of making language lessons there is no end. And why? Because much study of grammar has been a weariness of the flesh, and so the conviction has become universal that a change is needed. This book is in the line of true progress and is bright and cheerful in appearance; full of valuable suggestions, and exceedingly well adapted for use in intermediate departments. Although it contains nothing especially novel, it is full of hints that active teachers will at once apply. While it is a text-book in elementary English, it is at the same time an elementary grammar, for it points out how the pupil can learn what a sentence is, what the parts of speech are, and how they can be applied, and also how these parts of speech can be woven into sentences. It aims more to teach the elements of grammar than of connected discourse, and in doing this, we think the author has shown his wisdom. Language lessons are essentially different from grammar lessons. The art of connecting sentences together so as to make good composition is one thing, and the art of pointing out the parts of speech and their relations to each other is another thing. The author in the 144 pages of this book, has stuck to his text in his effort to make the book Elementary Grammar Lessons. We are glad that there are no exercises presenting errors for correction; and the author, well says, "It is doubtful whether the common errors of speech presented to the *eye* in graphic form, are not more apt to perpetuate themselves than to serve the purpose for which they are intended in text-books on language." Here the author's philosophy is sound, and we commend the book highly on this account. As a whole we like the book. It is simple in its expression, inductive in its methods, and clear in its statements. The technical terms of grammar are not used in Part First, and, though employed to a limited extent in Part Second, they appear only for convenience in developing an outline sketch of the properties and uses of the Parts of Speech. Part Second contains some suggestions for Letter-Writing which will be found to be eminently both practical and useful. While this book is intended to lay the foundation for a more extended course in the study of language, it certainly will meet the wants of very many pupils who pursue the common English branches, and will help many teachers in presenting this subject to their pupils.

FIRST LESSONS IN WOOD-WORKING: By Alfred G. Compton, Professor Applied Mathematics in the College of the City of New York. Ivison, Blakeman & Company; New York and Chicago.

This is a new book on a new subject for the use in schools in which hand-working is pursued as a part of the general training. It looks a little odd to see a book on first lessons in wood-working, rather than "First Lessons in Grammar," or "Geography." The author is a professor of applied mathematics in the College of the City of New York, and this learned man comes down to the work of writing so simply and lucidly, that there is not a boy ten years old of common sense in the United States who will not read the book with interest, especially if he has a few tools with which to apply his knowledge. Every page shows that manual training is full of the best kind of mental training; we hazard nothing in saying that there is more mental culture in this book than in a half dozen grammars melted down and run together. The whole work is in the line of doing, doing, doing, but it is doing by thinking, practicing after the mind has been exercised, and using the fingers *for the purpose* of exercising the mind. It shows the pupil that he must take care, that he must observe, that he must think, reason, calculate, and conclude for himself. Does he try to plane a piece of wood, he soon finds that it makes some difference which way the wood is placed and he learns to examine with care the grain of the wood which he uses. Does he try to use a chisel? He soon learns it is one thing to put the chisel on the board, and another thing to use the mind with the chisel so as to make something worth looking at.

The first instruction of the author in using the cross-cut-saw is "examine your saw carefully." Now what does the pupil see? "A number of triangular teeth each of which cuts as a sort of knife." What has the pupil learned? That the cross-cut-saw must be used for one kind of sawing, and that it is not suited for all kinds of work, and why? How many pupils know anything about a saw? and how many teachers are there who know the difference between two kinds of saws? How many know that the alternate teeth of saws are sharpened in different ways? that one has its sharp edge toward the left and the next towards its right and thus the two sets of teeth make two different cuts across the grain, and these cuts are at a distance apart equal to the thickness of the saw. After the pupil has examined this saw he tries with his knife to make just such a cut across the grain as one of these teeth makes, and he learns a lesson that is a regular eye opener,—a lesson that hundreds of members of Congress do not know, and a lesson which is really of more value as a mind stimulant than the analysis of a hard passage in Shakespeare.

There is so much in this book that is first rate that we hardly know where to stop. All we can say is that if any teacher does not believe in manual training let him get this book and study it, and our word for it, he will believe in it if he has a particle of reason left in his mind, and if any teacher who does believe in manual training wishes to get a book to help him, here it is. It will suit his wants exactly.

CHEMICAL PROBLEMS. By J. P. Grabfield, Ph.D., and P. S. Burns, B. S. Boston: D. C. Heath & Co., Publishers. 87 pp.

As a book of study, manipulation, or reference, this volume of Chemical Problems will find many friends. It discusses the volumetric interpretation of symbols, percentage composition, molecular formulæ from the percentage composition, expansion of gases, volume and weight of gases affected by pressure, relation between weight and volume of gases, quantitative problems, atomic weight determinations, method based on the molecular weight, method of specific heat, method of ismorphism, molecular weight determinations, atomic weights of the elements, reactions, thermo-chemistry, solution and hydration, solution of solids in water, neutralization, and heat of formation and solution of compounds. Following this very thorough representation of chemical work, a series of examination papers are found, showing annual examinations, condition examination papers, semi-annual examination papers, and intermediate. The book closes with Metric System Tables, of length, volume, and weight.

HISTORICAL ESSAYS. By James Anthony Froude. New York: John B. Alden, Publisher. 368 pp.

These essays from the pen of the eminent writer, are selections from "Short Studies on Great Subjects," and are represented by, Erasmus and Luther,—Spinosa,—The Dissolution of the Monasteries,—England's Forgotten Worthies,—Homer,—Society in Italy in the Last Days of the Roman Republic,—Lucian, and Divus Cæsar. Each of these essays, separately, is deserving of much more elaborate notice than can be given of it in a brief review of this kind, but one of the most attractive is, perhaps, "England's Forgotten Worthies." It brings before the reader the names of Davis, Frobisher, Drake, Hawkins, Raleigh, Sir Humphrey Gilbert, Lord Thomas Howard, and Sir Richard Grenville. "Society in Italy in the Last Days of the Roman Republic" is also full of deep interest and information upon the times and condition of society at that day. The essay on "Erasmus" gives a history of his boyhood, youth, and riper years, which were so full of moment to himself and the world. As a book of reference, for general reading or study, this volume is most valuable.

LITERARY NOTES.

GINN & Co. have issued another edition of Wentworth's "Plane and Solid Geometry," which, though it has been entirely rewritten, retains all the distinguishing characteristics of the former editions.

D. C. HEATH & Co., will publish a series of "Old South" leaflets comprising lectures on history delivered at the Old South Meeting House.

The SCRIBNERS have just added the fiftieth volume to the "Yellow Paper" series. The list includes the most famous and popular of the works of American authors.

A. C. MCCLURG & Co. are the publishers of a little work, "Is Protection a Benefit?" by Prof. Edward F. Taylor, which discusses in a thorough manner this leading question of the day.

IVISON, BLAKEMAN & Co.'s music series has been completed by the publication of "Loomis's Progressive Music Lessons, No. 5." These books teach the children to read music by systematic and progressive steps.

TICKNOR & Co. have brought out a book on "Newspaper Libel," by Samuel Merrill, of the *Boston Daily Globe*.

The Century for September will be devoted largely to educational themes, papers being contributed by T. T. Munger, Arthur Gilman, and Charles M. Carter.

GEO. SHERWOOD & Co. have recently published a very excellent and instructive book, "The Virtues and Their Reason," a system of ethics for society and schools, by Austin Bierbower.

LONGMANS, GREEN & Co.'s anonymous work, "The Record of a Human Soul," relates the struggles of a skeptic who wanted to believe and who did finally believe.

BOOKS RECEIVED.

Benjamin Franklin. His Life. Written by himself. Edited for school use, with notes and a continuation of his life, by D. H. Montgomery. Boston: Ginn & Co. Mailing price, 50 cents.

Ancient History for Colleges and High Schools. By William F. Allen and P. V. N. Myers. Part I. The Eastern Nations and Greece By P. V. N. Myers. Boston: Ginn & Co. Mailing price, $1.55.

The Animal Life on the Sea Shore. By Angelo Heilpin. Philadelphia: J. B. Lippincott Co. Paper, 50 cents.

The Chemical Analysis of Iron. A complete account of all the best known methods for the analysis of Iron, Steel, Pig Iron, Iron Ore, Limestone, Slag, Clay, Sand, Coal, Coke, and Furnace and Producer Gases. By Andrew Alexander Blair. Philadelphia: J. B. Lippincott Co. $4.00.

From 18 to 20. A Novel. Philadelphia: J. B. Lippincott Co. $1.00.

Laconisms. The Wisdom of Many in the Words of One. By J. M. P. Otts, DD., LL.D. Philadelphia: J. B. Lippincott Co. 75 cents.

Ninette. An Idyll of Provence. By the author of "Vera." New York: D. Appleton & Co. Paper, 50 cents.

Stories of Other Lands. Compiled and arranged by James Johonnot. New York: D. Appleton & Co.

A Fortnight of Folly. By Maurice Thompson. New York: John B. Alden. Cloth, 50 cents.

College Algebra for the use of Academies, Colleges, and Scientific Schools. By Edward A. Bowser, LL.D. New York: D. Van Nostrand, 23 Murray and 27 Warren streets.

CATALOGUES AND PAMPHLETS RECEIVED.

Tulane University, of Louisana. Catalogue, 1887-88, high school, college, university, law, and medical departments. Wm. Preston Johnston, LL.D., president.

Catalogue of Clinton Academy, Clinton, Mo., 1888. E. P. Lamkin, A.M., principal.

Catalogue of Beltwood Seminary and Kentucky Presbyterian Normal School, 1888. R. C. Morrison, president.

Catalogue of the Norwich Free Academy, Norwich, Conn., 1887-88. Robert P. Keep, principal.

Trade price-list of the publications of A. S. Barnes & Co., 111 and 113 William street, New York, 263 and 265 Wabash avenue, Chicago.

Annual Report of the Teachers' Institute of the City and County of Philadelphia, for the year 1887. J. Monroe Willard, president.

Annual of the University of Deseret, 1888-9. John R. Park, M.D., president.

Third Annual Catalogue of Cooper Normal College, Daleville, Mississippi, 1887-8. T. F. McHeath, president.

Pamphlet showing the resources, advantages, attractions, etc. of Tulare county, Cal.

Literary Bulletin of Houghton, Mifflin & Co., August, 1888.

Catalogue of the Augusta, Ga., Exposition of Produce, Machinery, and Manufactures to be open from Oct. 10 to Nov. 17, 1888. J. H. Alexander, secretary.

Fifty-Third Annual Catalogue of the Delaware Literary Institute, Franklin, N. Y., 1887-8. Charles H. Verrill, A.M., Ph.D., principal.

International Copyright in Works of Art. A letter to the American people, by Thomas Humphrey Ward.

MAGAZINES.

The August *Book Buyer* has a portrait of William Black, with a personal sketch of the novelist in his Brighton home.——David Starr Jordan, president of the University of Indiana, contributes a witty allegory to the August *Popular Science Monthly*, entitled, "The Octori at Issoire, or a City Made Rich by Taxation." Walter B. Platt, M.D., writes of the "Injurious Influences of City Life."——Readers of the *Century* will be greatly interested in George Kennan's account of his first meeting with political exiles in Siberia, in the August number. In the same number begin two serials: "Sidereal Astronomy, Old and New," by E. S. Holden, of Lick Observatory, and a three-part story, "A Mexican Campaign," by Thomas A. Janvier.——The August number of *Scribner's Magazine* is a fiction number, containing contributions from Robert Louis Stevenson, Henry James, Sara Orne Jewett, Octave Thanet, F. J. Stimson, and Maria Blunt. The railway series is continued.——The August number of the *American Garden*, of New York, is largely taken up with the subject of the culture of water plants, the articles being finely illustrated.——So great has been the success of the *Writer*, the Boston magazine for literary workers, that the publishers have decided to enlarge it. The August number has several articles of great practical value to literary workers.——*Babyhood* for August has among its articles: "Quinine as a Cause for Deafness," "Slow Gain in Weight," "Rings Under the Eyes," etc. The magazine is an invaluable one for young mothers.——That exceedingly handsome periodical, *The Magazine of Art*, has for the frontispiece of the September nuber a fine photogravure of Gustave Courlois' painting, "A Sword Shall Pierce Through Thine Own Soul Also." Among the articles the most noticeable are: "The Language of Line of Design," "Art Patrons," "Art in the Theatre," "The Salon," "Studies in English Costume," and "Marc Antonio Raimondi: Engraver."

What Are Your Pupils Reading?

Get them to read good BOOKS by starting a school library. Many states ASSIST district schools to procure one. A single entertainment will give you a good start. We keep only the best—1000 of them carefully selected, classified, graded, etc. Printed list (64 pp.) free; books in stock to examine. E. L. KELLOGG & Co., 25 Clinton Place, New York.

APPLETONS' ANNOUNCEMENT.

Late Educational Issues.

A History of the United States

AND ITS PEOPLE, for the use of schools, By EDWARD EGGLESTON.

One of the most attractive school books ever issued. The author possesses some special qualifications not often combined in the writer of a school history. He has used his art as a story-teller and his experience as a writer to make American history something living, human, and real, and therefore delightful. The book is profusely illustrated by the best artists. Specimen pages sent free. Introduction price, $1.05.

Numbers Symbolized.

An Elementary Algebra, by DAVID M. SENSENIG, M. S.

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